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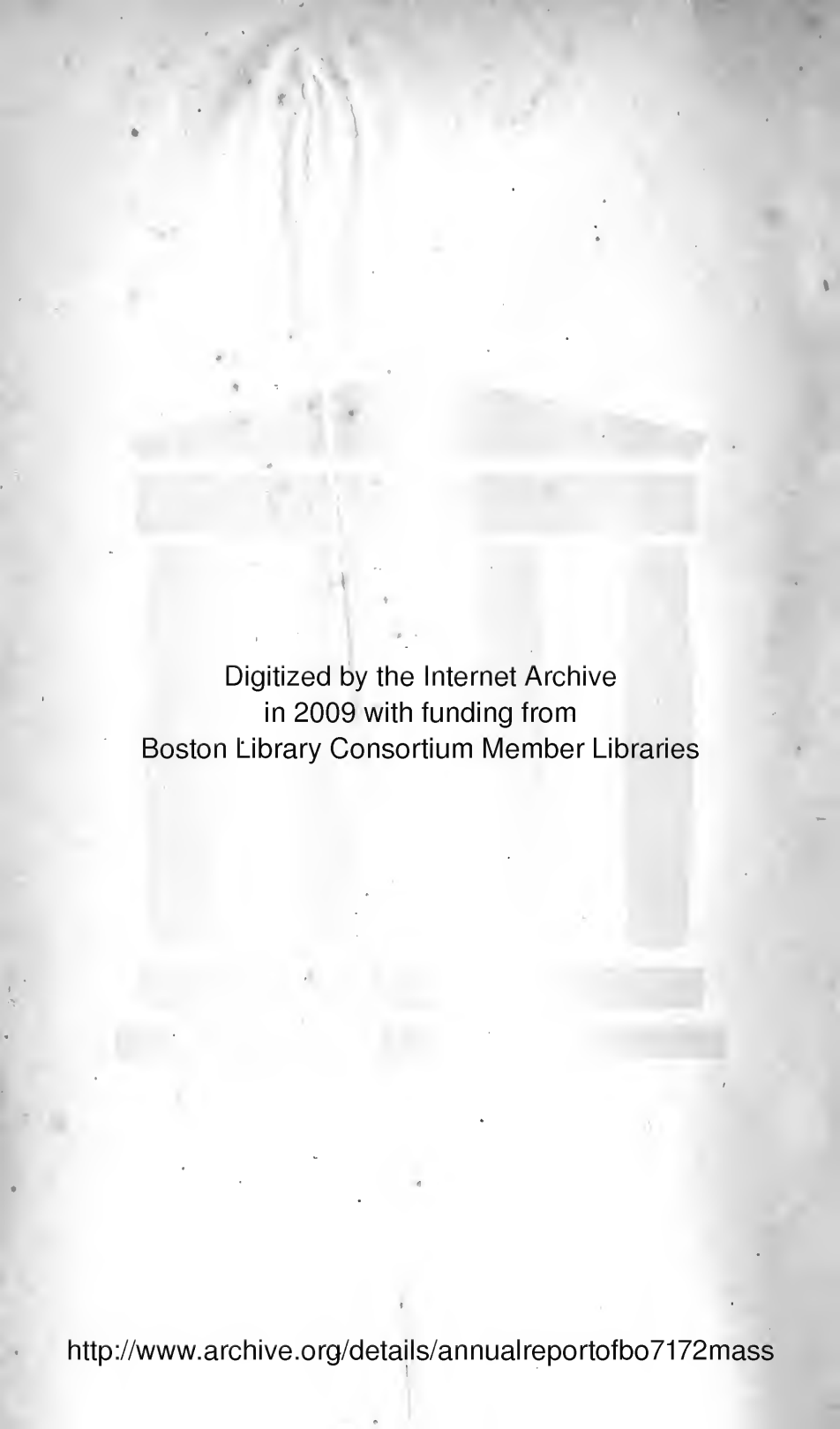


Rev. L. J. Dudley



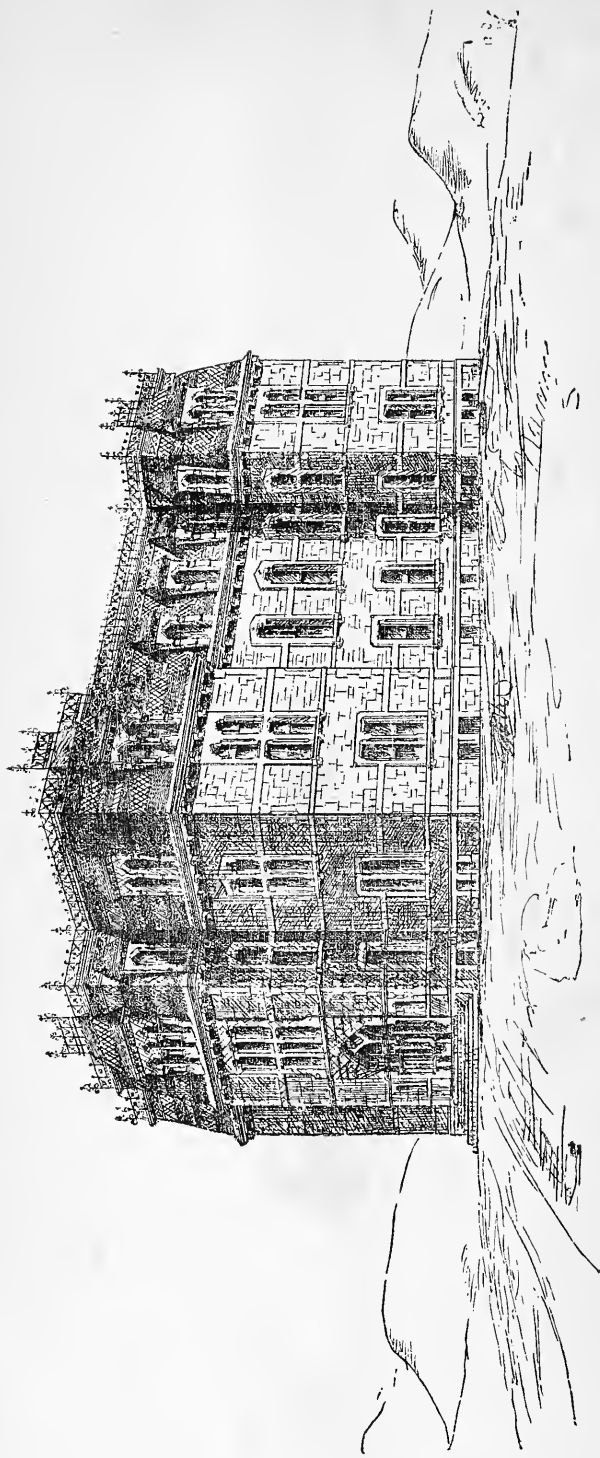






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A.R.ESTY-ARCHT BOSTON

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THIRTY-SIXTH ANNUAL REPORT

OF THE

**BOARD OF EDUCATION**

TOGETHER WITH THE

THIRTY-SIXTH ANNUAL REPORT

OF THE

**SECRETARY OF THE BOARD.**

\_\_\_\_\_  
JANUARY, 1873.  
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# ANNUAL REPORT.

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The Board of Education respectfully submit to the legislature their Thirty-Sixth Annual Report, with the usual accompanying reports of their officers and of the visitors of the Normal Schools, together with the abstract of the school returns received by their Secretary.

It is the duty of the Board, as prescribed by the statute, to make a detailed Report to the legislature of all their doings, with such observations as their experience and reflection may suggest, upon the condition and efficiency of our system of popular education, and the most practical means of improving and extending it.

The doings of the Board during the past year have not been different, in any important particular, from those of previous years. Being invested by the statutes with but limited powers, their responsibility is correspondingly restricted. They have no specific powers to undertake measures for the improvement of the Public Schools, or to prescribe any regulations respecting their management or instruction. They are, however, intrusted with the care and control of the State Normal Schools. Their doings in connection with these institutions are set forth in detail in the accompanying reports of the visitors of those schools. The officers of the Board are in like manner limited in the range of the powers conferred on them by law. At the time of the establishment of the Board, the school system of the State was excessively decentralized, its control and management being mainly in the hands of the school districts, and the feeling in opposition to the exercise of any central authority in respect to educational matters was quite general and decided. Hence, in establishing the form of a system of state super-



in industrial and mechanical drawing to men, women and children. The recommendation was adopted in the Act of May 16, 1870, the latter requirement being made applicable to cities and towns containing upwards of ten thousand inhabitants.

This was not intended or understood to be all the legislation that would be needed for the complete development of such a system of art education as the best interests of the community require. It was regarded as only the first step in the right direction. The general idea of the plan was to lay a broad foundation for art-culture by universal instruction in elementary drawing in the Public Schools, providing instruction in the higher stages of art in drawing-classes and special art-schools. "A school of art," says Mr. Walter Smith, "should be designed upon the assumption that the knowledge of elementary drawing in such subjects as free-hand, model, geometric, and simple linear perspective drawing has already been acquired: and its mission is to take up the student upon his leaving the Common School, and carry on his general art-education to a higher level firstly, and guide it in a special direction afterwards. The school should be to artisans what the university is to the professional man; and to such professions as those of the architect and engineer it should be a professional school also." In the cities and larger towns, a good beginning has been made in providing for instruction in elementary drawing in the Public Schools; but to give full effect to this part of the plan throughout the State, it will probably be necessary to make special provisions in temporary drawing-classes or otherwise for the preparation of the great mass of the teachers for the work required of them. An account of the progress made in the establishment of classes in industrial drawing, up to the beginning of last year, was given in the last Report of the Secretary. It appears that such classes were formed in all but two or three of the cities and towns required by law to make provision for them; and pupils eagerly flocked to them in large numbers, from mechanical and manufacturing establishments of every description.

During the last year the progress in this branch has been equally encouraging. Perhaps no other educational improvement undertaken in the State ever met with more general and hearty favor than has been accorded to this. Whatever difference of opinion may exist as to the desirableness or practica-

bility of æsthetic culture as a branch of Common-School education, there is now a tolerably general agreement among well-informed persons as to the *commercial value* of instruction in the various departments of *industrial art*, especially in a community largely engaged in mechanical and manufacturing pursuits.

As a means of ascertaining what had been done in the different free industrial drawing-classes of the cities and towns where they had been established, and of creating a deeper and more intelligent interest in art-education, an exhibition of the works produced by the students was held in Boston on May 16, 17 and 18, 1872, in conjunction with that of the pupils of the Boston Public Schools. This exhibition attracted a large number of visitors, and evidently imparted a new impulse to the movement in favor of art-culture. A report on the merits of the productions exhibited were made by a competent board of examiners, and largely disseminated through the newspaper press.

For a detailed account of the work of the past year in this department of our educational system, the Board beg leave to refer to the able report herewith printed, of Mr. Walter Smith, the accomplished State Director of Art-Education, whose services in this capacity have been in the highest degree satisfactory. The securing of an art-master possessing such a rare combination of liberal art-culture, technical knowledge, teaching power and practical executive ability, was a piece of singular good fortune on the part of the State, and it is hoped that the legislature will provide the requisite means for retaining the services of this able and much needed educator. Such talent ought to command a liberal compensation.

While we would hold up first and foremost, as the proper motive for making ample provision for education, the paramount object of forming thereby healthy, intelligent, moral, self-directing and self-governing men and women, harmoniously developed, and capable of fulfilling their destiny as rational beings, still, the direct positive value in dollars and cents, of any branch of knowledge is not to be overlooked. And in regard to the branch under consideration, the question, "*Will it pay?*" taken in the commercial sense, can be answered, it is believed, to the entire satisfaction of every intelligent business

man. The money value of education in industrial art to a manufacturing people is not a matter of theory or speculation. It has been demonstrated by experience in different countries. The following interesting and instructive statement of the pecuniary results of art-training in England is quoted from the excellent book recently published, entitled, *Art-Education, Scholastic and Industrial*, by Walter Smith, which ought to be in the hands of all the school committees in the State.

“ Within the last five and twenty years, we have seen a wonderful change take place in the money value of the manufactures of England. *Whilst the cost of producing most of the products of industrial art has decreased by about one-half*, through the invention of various machines and the discovery of labor-saving processes, the actual value of the manufactured article, taking one branch of manufacture with another, *is nearly doubled*; and this difference is not to be accounted for by any alteration in the value of money. How, then, is it to be explained? Simply thus: A manufactured article, whether a garment, a piece of porcelain, an article of furniture, or even a golden chalice, may be said to possess three elements of value: first, the raw material; second, the labor of production; third, the art-character. The two first, in some cases, are a large proportion of the value of the whole; and, where no art whatever is displayed, it forms the whole value. But in a vast majority of the manufacturing products of every country, the elements of cost of material and cost of labor are insignificant in comparison with the third element; viz., art-character. It is that which makes the object attractive and pleasing, or repulsive or uninteresting, to the purchaser, and is, consequently, of commercial value. In many objects, where the material is of little or no intrinsic worth, the taste displayed in their design forms the sole value, or the principal; and it has been the general elevation of that element which has nearly doubled the commercial value of English manufactures. I am not aware of any great improvement of material or of demand, but have seen, with my own eyes, an advance in the artistic element in many branches of British industry from a condition closely bordering upon the barbarism of savage races to the refinement of the greatest art-epochs. And it has not been an exceptional case, or a development in

one direction owing to peculiar circumstances. If we take pottery, glass, porcelain, terra-cotta, metal work in wrought iron, brass, bronze, silver-plate, goldsmith's work, jewelry, paper-hanging, carpets, parquetry, encaustic tiles, furniture, cabinet-making, upholstery, stained glass, mural decoration, wood and stone carving, chasing, enamelling, lace-making, embroidery, all show that infusion of taste which has in all cases increased, and in many cases doubled, their value in the market in five and twenty years. Now just as drawing is the only universal language, so art is an almost universal currency, and, amongst civilized races, *is* universal; with this remarkable characteristic, that, let the art in a thing be good art, based upon natural laws, and treated with consistency and purity of feeling, and it shall consecrate the material which it ennobles, so that lapse of time will add to its value until antiquity enshrines it."

Soon after the organization of drawing-classes was commenced, under the requirements of the Act of 1870, it became apparent that the chief difficulty to be encountered in this movement was that of providing competent teachers. To remedy this difficulty, a proposition was laid before the committee on education, of the legislature of last year, for an appropriation of the sum of ten thousand dollars for the establishment of a State Normal Art-School, where art-masters might receive the requisite training. Although the arguments in favor of that measure apparently satisfied the committee of its expediency, it was deemed best to postpone action upon it until its objects and bearings were more generally understood. The Board would now respectfully urge upon the attention of the legislature the importance of making immediate provision for the establishment of the proposed school for the thorough training of art-teachers. It is quite certain that the adoption of this measure is only a question of time, and the longer it is delayed the greater will be the waste of time and money.

It was suggested by the Secretary in his last report that the statute requiring provision to be made for drawing-classes, should be extended in its scope, so as to embrace all towns having more than *five thousand* inhabitants. This suggestion meets with the cordial approval of the Board, and it is commended to the favorable consideration of the legislature. They would

also recommend in this connection that the valuable report of the Director of Art-Education, giving a full account of his doings in his official capacity, and of the progress and deficiencies in his department of instruction be ordered to be printed for gratuitous circulation.

The four Normal Schools, supported at the expense of the State for the professional training of teachers are in a sound and prosperous condition, and are doing the work for which they were designed, with efficiency and success. The demand for teachers who have enjoyed the advantages of the instruction which they afford is constantly increasing, and is much greater than the supply. The number of pupils in attendance during the last year was larger than that of any previous year. The whole number admitted during the last year was 329, and the number of graduates was 186. The prosperity of these important institutions has been materially increased by what has been done within a few years past to enlarge and improve their accommodations. The experiment of providing boarding-halls at Bridgewater and Framingham, has proved eminently successful. But the boarding-hall at Bridgewater has proved wholly inadequate to the wants of the school, in the extent of its accommodations. The best interest of the school requires that it should be immediately doubled in size. This want was presented to the legislature last year by the Board, and also the still more pressing need of making provision for boarding accommodations for the school at Westfield, where no boarding-hall then existed. It was determined by the committee on education, after hearing a statement of the merits of these cases, to recommend but one of them for immediate action, as both seemed to require too large an appropriation for a single year, and the Board preferred that the request from Westfield should take the precedence of that from Bridgewater. Accordingly, the sum of \$75,000 was granted for providing the requisite building with its equipments for the former school. The erection of the edifice is in progress, and will be completed in the course of the next summer. The cost of the Bridgewater boarding-hall, now in operation, was \$25,000, and it is estimated that the sum of \$36,000 will be required to erect the proposed addition. The economical plan on which the present

boarding-hall was erected, and the admirable manner in which it has been conducted under the direction of the principal of the school, as well as the actual and pressing want of further accommodations of the same description, are considerations which, in our opinion, ought to entitle this request to the favorable regards of the legislature.

Excellent as our Normal Schools are admitted to be, there is yet one very important element of a complete normal seminary in which they are deficient; namely, a model school or school of observation and practice. This deficiency is in part supplied, however, at the Westfield School, by the use of a neighboring public town school as a school of observation, but not of practice, at an annual expense to the State of five hundred dollars. One or two of the other schools are in the habit of borrowing a primary class from a Public School for the purpose of illustrating the object-teaching method. But this is a make-shift which is quite unsatisfactory and insufficient for affording the opportunity for practical training in the art of teaching which normal pupils ought to receive.

Attention is invited to the following summary of statistical information respecting our system of schools for the year 1871-2 :—

Number of Public Schools, . . . . .	5,193
Increase for the year, . . . . .	117
Number of persons in the State, between five and fifteen years of age, May 1, 1871, . . . . .	282,485
Increase for the year, . . . . .	4,236
Number of scholars of all ages in all the Public Schools during the year, . . . . .	276,602
Increase for the year, . . . . .	2,941
Average attendance in all the Public Schools during the year, . . . . .	205,252
Increase for the year, . . . . .	3,502
Number of different persons employed as teachers of Public Schools during the year: males, 1,024; females, 7,419; total, . . . . .	8,443
Decrease of males, 25; increase of females, 233; total increase, . . . . .	208
Average length of Public Schools, . . . . .	eight months, eight days.
Average wages of male teachers per month, . . . . .	\$85 09
Average wages of female teachers per month, . . . . .	\$32 39
Amount raised by taxation for the support of Public Schools, including only wages, fuel, care of fires and school-rooms, \$3,594,686 38	



Increase for the year, . . . . .	\$322,351 05
Sum raised by taxes, including income of surplus revenue, of similar funds, and tax on dogs (but exclusive of taxes for school edifices and superintendence), for the education of each child in the State between five and fifteen years of age, per child, . . . . .	\$12 86.3
Increase for the year, . . . . .	\$1 08

The total amount of taxes paid to maintain Public Schools,—including wages, fuel, care of fires and school-rooms, repairing and erecting school-houses, superintending schools, printing school reports, providing apparatus, and instruction of children in reformatory institutions and almshouses,—was \$5,476,927.65 ; for each person in the State between five and fifteen years of age, \$19.39 ; for each man, woman and child in the State, \$3.76,—a percentage on the State valuation of 1871 of 3 mills and  $\frac{6.5}{100}$ . The aggregate amount of money from all sources expended during the year for popular education, in Private Schools and Academies as well as in Public Schools, but not including the interest on the cost of school-buildings, the cost of books, or the expense of professional and scientific Schools and Colleges, was \$6,350,000, or \$22.85 for each person between five and fifteen years of age, and \$4.36 for each person of the entire population.

In comparing the above items with those of a like summary for the year 1864–5, it appears that in the period of six years, there has been an increase of 444 schools ; of 35,210 persons in the State, between five and fifteen years of age ; of the number of scholars of all ages in all the Public Schools, 50,197 ; of the number of teachers employed, 1,076 ; of the average length of Public Schools, eleven days ; of the wages of male teachers, \$30.32, and of female teachers \$10.57 ; and of the average expenditures for the education of each person between five and fifteen years of age, exclusive of cost of school edifices, \$5.63. But the most striking evidence of progress, and of the high appreciation of the importance and value of popular education on the part of the tax-payers of the State is found in the increase within the period above named in the amount raised by taxes for the support of schools, exclusive of the cost of erecting and repairing school-houses, namely, \$1,812,061.96, which is an increase of *one hundred per cent.* The increase in the

amount raised last year over that of the preceding year, was greater than the increase of any previous year, with a single exception.

It appears that of the persons employed as teachers *one-eighth* were males and *seven-eighths* females, the decrease of males for the year being 25, while the increase of females was 233. For upward of thirty years this process of diminution in the number of male teachers and increase in the number of female teachers has been going on. During past years the Board and their Secretaries have frequently referred with approbation to the substitution of female for male teachers in our schools, as a movement in the direction of progress. But the time must come, if it has not actually arrived, when it will be necessary to consider seriously whether the best interests of education do not require some limitation to this movement. If it be true, as most persons will probably admit, that females have superior aptitude for certain departments and situations in teaching and disciplining, is it not equally true that males have superior aptitude for other departments and situations?

The want of success, whether in respect to male or female teachers, taken in the mass, is due not so much to the want of natural aptitude as to want of special preparation and of adequate experience. The great obstacle to the acquirement of the needed experience on the part of females is in the shortness of the period of their service, and this again is the reason why they do not make a more thorough preparation for the work.

The school-fund, charged at cost, amounts to \$2,182,419.98, its actual market value being considerably above this sum. The income during the year, less the amount paid for accrued interest on investments purchased, was \$176,999.36. One moiety of this, amounting to \$88,499.68, is set apart to be distributed to the cities and towns for the support of Public Schools, \$100 being paid to each city and town, and the residue being apportioned among the cities and towns in proportion to the number of children in each between five and fifteen years of age. The other moiety is appropriated to general educational purposes, including the support of the State Normal Schools; the surplus, if any remains, being added to the principal fund.

While the Board, from their knowledge of the history and workings of our system of Public Schools, entertain a firm conviction that in its essential features and principles, it is sound and efficient, they are equally decided in their opinion that the time has come for undertaking the introduction of several important improvements in its provisions, in order to meet the wants of an advancing civilization and to maintain the rank we have hitherto held as a leading educating State.

1. The first and most important of the improvements referred to, is that of supplementing the revenues derived from local taxation for the support of schools by a general state tax. While the principle that underlies the American system of popular education, that it is the duty of the State to provide for the education of all the children of the State by means derived from the taxation of every man in proportion to his property, whether he have children to educate or not, is nowhere more generally accepted than among the citizens of this Commonwealth, yet, strange to say, the State has never voted a dollar from the general state revenues for the direct maintenance of her Common Schools. It has ever been her policy, from the time when schools were first required to be set up in the Colony of Massachusetts Bay, down to the present day, to require the towns to provide their own schools, without any aid whatever from the public treasury. The effect of this policy has been, no doubt, to develop to a great extent the local interest in the Public Schools, and any change in the support of schools is to be deprecated which would release the municipalities from the responsibility of providing mainly for the support of their schools by raising an annual school-tax. In the early periods of our history, the plan of throwing the entire burden of the support of the schools upon the town worked satisfactorily, and it was perhaps as well adapted to the then existing circumstances of the population as any which could have been devised. While agriculture was almost the sole occupation of the people, the taxable property was very equally distributed, and there was no marked disparity of the burdens imposed for the maintenance of education, nor any great inequality in the benefits which it conferred. But that state of things no longer exists. We have become a manufacturing people ; there has been a rapid accumulation of wealth, and the taxable property of the State is

concentrated to a remarkable extent in the cities and large towns. Certainly two-fifths, if not a half, of the property of the State is embraced in the limited territory which lies within five miles of the State House. The consequence is, that while in certain portions of the State a tax sufficient to maintain good schools during the period required by law, is a serious burden, in other portions, the tax adequate for the same purpose is comparatively light. This radical change in the state of things imperatively demands a corresponding change in the mode of providing for the support of schools. The object in view is to restore, to some extent, at least, the ancient equality of educational burdens and equality of educational advantages. A single example will be sufficient to set in a clear light the existing inequality in both these respects. Taking as an illustration the towns of Brookline and Wellfleet, we find that the latter raises eleven dollars and seventy-three cents for each child between the ages of five and fifteen years, which requires a tax of 7.14 mills on the dollar, while the former raises twenty-five dollars and ten cents per scholar, requiring only a tax of 2.24 mills on the dollar. One town provides double the means per scholar afforded by the other, at less than one-third the rate of taxation. Or in other words, an equal rate of taxation for school purposes on the property of those two towns, would give the one six times as good educational advantages as those enjoyed by the children in the other.

This is an extreme case, but it is a type of the inequality, in less degree, existing throughout the State. Perfect equality in this respect is not expected or aimed at, but only some approximation to it. The principle now advocated in reference to the State has long been recognized in respect to the towns, and has at length been carried out in practice. The time was when inequality of educational means among the school districts in the same was very general,—the poor districts had to put up with shorter and poorer schools, while the wealthy districts enjoyed superior advantages; now the town is one district, and the aim is to provide equally good schools for every section of it, without regard to the amount of tax paid by that section. No one thinks of denying that it is for the interest of a city or town that all its inhabitants should be properly educated. It seems almost too obvious for argument that the same principle holds good in respect to the whole State.

The proposed plan does not contemplate any increase in the aggregate of the taxes for schools; it does not propose to shift all the responsibility from the municipalities to the State. It proposes to appropriate a small share of the means of the whole State for the benefit of the whole State. The specific recommendation is, that provision be made for raising a *half-mill* state school-tax, to be distributed to the cities and towns, a part in proportion to the number of children of school-age, and a part in proportion to the school attendance, a fraction being reserved for the education of teachers, and for other general educational purposes.

This measure was discussed ably and exhaustively in all its bearings, in the last report of the Secretary, and to that convincing discussion and the accompanying statistics, the Board would respectfully refer the legislature, with the earnest hope that this proposed improvement of our school system may be no longer delayed.

2. Another improvement needed to perfect our system of schools, is that of providing for giving the mass of our teachers a better preparation for their work, through the instrumentality of a course of professional training in the art and mastery of teaching. No matter how much money is raised and expended for schools, unless care is taken to provide competent, energetic, devoted and professionally skilled teachers, the outlay will not yield its legitimate benefits. We point with a just pride to the unparalleled liberality of the people of this Commonwealth in taxing themselves for educational purposes, but we are compelled to admit that the benefit derived from this generous expenditure of money is far from being what it should be. And the principal cause of the failures and deficiencies, where failures and deficiencies are found, is doubtless to be attributed to the want of teachers who understand their business. Of the eight thousand and upwards of teachers employed, how few possess the requisite capacity which a good general education, a good normal training and large experience combined, can give! Not that our teachers do not as a body deserve great credit for what they accomplish, considering the inadequate means of special preparation which have been provided for them. Our American teachers are remarkable for their natural aptitude for teaching. Mr. Fraser, in his admirable report on American Educa-

tion, says of them: "Apart from the question of adequate training, I know not the country in which the natural material out of which to shape the very best teachers is produced in such abundance as in the United States. That, with the shaping process so very imperfectly performed, the results are what they are, is sufficient proof of the quality of the material." What we need is to make provision for the better shaping of our excellent material for teachers. It ought to be adopted as a rule that all teachers should have some degree of normal training before receiving a certificate of qualification. But how is that to be done? It would certainly be impracticable at present to educate teachers enough for all our schools in Normal Schools of the existing type. Our present Normal Schools are excellent institutions, and it is safe to say that there are no educational institutions in the State so thoroughly rooted in the sympathy, confidence, and regard of the people, as are these schools. It is not easy to overestimate their value. If the sum of their cost is considerable, the amount of good they are doing is almost incalculable. They should be liberally maintained; but they do not and never can furnish more than a tithe of the trained teachers needed for the service of the State. And their graduates gravitate to the cities and large towns, leaving the rural population comparatively destitute of direct benefit from them. A remedy which has been proposed for the evil under consideration is to provide another class of Training Schools as supplementary to those now in operation, where a short, and consequently cheap course of strictly professional instruction may be imparted. Another plan for meeting this difficulty has been suggested, looking to the introduction of normal training into High Schools and Academies. There is doubtless a difference of opinion as to the merits of these two plans, but the importance of the subject requires that it should receive early and serious attention and thorough investigation, and that some course be speedily adopted, by means of which all schools in the State may be supplied with professionally trained teachers.

3. Another improvement of vital importance is that which has for its object the securing of a more complete attendance at school of the children of school-age. For some years apparently not much progress has been made in that direction. Of what avail is it to build and equip commodious school-houses and

employ accomplished teachers, if the children, through inability or perverseness, on their own part or the part of their parents and guardians, are prevented from attending the schools? The requirement of the law that every town and city shall maintain schools enough for all their children, for the period of six months in each year, certainly implies the obligation on the part of parents to send their children to school for the same period; for on no other ground could the legal requirement be justified. But it is quite certain that in practice we fall far below this standard.

There are two ways in which this improvement might be promoted. The one is, a more stringent system of compulsion, with the necessary agencies for its efficient administration. For want of such agencies the existing compulsory provisions are not generally carried into effect. Towns are required to appoint truant officers, but as there is no penalty annexed, the requirement is largely ignored. Besides, the towns and cities generally have no proper school or place of confinement and instruction to which they can send delinquents, as required by the statutes in case of conviction. The Board would therefore recommend that immediate steps be taken by the legislature to provide such schools or institutions in the localities where they may be needed. A revision and extension of the Acts respecting compulsory education have been in former reports of the Board recommended, and the recommendation is again renewed. The other mode referred to of promoting the school attendance, has regard to the employment of an additional force of moral agencies. This could be effected largely by the fourth and last of the essential improvements which the Board would at this time suggest, namely,—

4. The creation of an additional superintending and inspecting agency. Many of our sister States, in the organization of their school systems, have incorporated what is best in our own, and not a few have superadded improvements of which our own system remains destitute. And in no particular have other States surpassed us more conspicuously than in the provisions they have made for the supervision of schools. In nearly all the States of the Union there has been provided a class of educational officers, occupying an intermediate position between the towns' committees on the one hand, and the state system of supervision on the other. In most of these States, these

supervisors or superintendents are county officers. With the existing evidence of the utility and importance of this agency of progress and improvement, which comes to us from a score of States, it would be the height of presumption in us to assume that Massachusetts can maintain her former prestige in educational matters without the adoption of this, or some analogous instrumentality, for the increase of the economy and efficiency of the management of her schools. It is suggested also that the statute respecting city and town superintendents needs amendment, so as to clearly define the powers and duties of school committees in appointing and fixing the salaries of these officers.

WILLIAM B. WASHBURN.

THOMAS TALBOT.

EDWARD B. GILLET.

JOHN D. PHILBRICK.

PHILLIPS BROOKS.

HENRY CHAPIN.

ALONZO A. MINER.

GARDINER G. HUBBARD.

WILLIAM RICE.

CONSTANTINE C. ESTY.

JANUARY, 1873.



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FIRST ANNUAL REPORT

ON THE

PROMOTION OF

INDUSTRIAL ART-EDUCATION

IN THE

STATE OF MASSACHUSETTS.

DECEMBER 31, 1872.

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## INDUSTRIAL ART-EDUCATION.

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*To the Members of the State Board of Education.*

GENTLEMEN:—I have much pleasure in submitting to the State Board of Education the following Report of my operations as Director of Art-Education in the State, during the first year of my appointment. For though my employment began on June 1st, 1871, part of the half year remaining was spent in Europe selecting examples and drawings, and the rest in preliminary arrangements here, for the work to be done in the future; so that the report I now submit is practically for the year 1872.

### THE TRAVELLING MUSEUM.

On returning to England in June, 1871, with the authorization from the Board to expend the sum of five hundred dollars in models and examples for study, to form a travelling collection for temporary exhibition in cities and towns, I endeavored to choose a compact selection, which would represent especially those branches of educational and industrial art, the Act of the Massachusetts Legislature of 1870 was designed to foster and establish. It will perhaps be remembered that acting on my suggestion whilst on a short visit to this country, the Board made an application to the English Foreign Office, through Lord Tenterden, for specimens of the works of students, illustrating the stages of study in English Schools of Art. The officers of the Science and Art department at South Kensington coöperating with the foreign office, readily undertook to prepare a set of drawings and paintings for this purpose, to present to the State all such works as were already in their possession, and purchase from students as many as were required to complete the set; also to prepare the works by mounting and labelling for the purpose of exhibition; whilst the State of Massa-

chusetts was expected to reimburse the department for actual outlay of money and for the cost of materials in the preparation of the examples. The selection of works was made with the greatest liberality by the officers of the department, and thus for the trifling expenditure of one hundred and fifty dollars the State secured forty drawings and paintings of great value, and forming an invaluable means of advancing art-education in this country. Several of the paintings are each worth hundreds of dollars, but the educational value of them in a series of students' works, is greater still.

These drawings and the copies, casts and models were purchased and brought here for the five hundred dollars voted by the Board, and after arrival were fitted in proper travelling cases, to equip them for the dangers of the road. The object of having a small collection of this kind was twofold; first, to show in the various cities and towns of Massachusetts the apparatus and examples for the equipment and furnishing of a drawing class or School of Art; secondly, to display by the actual works of students in such schools, the success which might be expected to follow the introduction of art-education here.

The manner in which the collection was intended to be and has been used is as follows:—

When a city has applied to me for assistance in bringing the subject of art-education before the citizens, and is willing to pay the necessary expenses of an exhibition, the collection is placed at its disposal for a week. It has generally been sent to the city on Monday, prepared for exhibition on Tuesday, and open to the public for the last four days of the week. During two of the last days of the week, I have been present in the city, holding conferences and giving lectures and addresses, illustrative of the exhibition, and describing the manner in which art-teaching may be introduced into the Common Schools and night-classes.

Following out this programme, exhibitions have been held in Worcester, New Bedford, Lawrence, Lowell, Springfield, Northampton, Haverhill, Lynn, Newburyport, Fall River, Chelsea, Salem, Charlestown, Newton and Gloucester, in all of which cities great interest was displayed in the collection, and the exhibitions were very numerous attended.

The experiment was first tried of sending the cases containing the objects and examples by the ordinary express, not in the charge of a special custodian to protect them. On the first journey thus made, exactly one-third of the casts, vases and picture-glasses were hopelessly destroyed, and as each city has to pay for all damages to the collection whilst travelling to or being exhibited in that city, this was a heavy tax. Moreover, at this rate, I estimated that it would take about three journeys to destroy the whole collection. To prevent this, I therefore appealed to the Board to appoint a curator, whose duty it should be to take the Museum to and from each city, to superintend its display, and assist me in clerical work connected with my visits to and correspondence with the cities. This the Board agreed to, and appointed Mr. W. T. Meek to the office; since which time, though the collection has travelled to and from fourteen localities, only one accident has happened, and that a trifling one, to one object.

I have to suggest that a place be provided in Boston where the collection could be safely kept and occasionally displayed, for it would be thereby doing good work, when not being used for exhibition away from Boston. At the present time it has to be left locked up in the travelling-cases, in any of the passages of the state house, where there happens to be room, or more safely stowed away in the dark chambers of the cellar. When a Normal Art School has been established, the home of the collection will naturally be in it, and valuable indeed will be its influence upon the students. A catalogue of the collection is appended to this Report.

#### PERSONAL VISITS TO CITIES.

I have regarded it to be my duty to place myself unreservedly at the service of any city in the State, for the purpose of encouraging art-education in every form. To carry out this, my work, in the various cities I have visited, has come under the following heads:—

1. Holding conferences with school committees and superintendents.
2. Addressing and giving instruction in drawing to teachers.
3. Addressing public meetings of citizens, called for the special purpose of considering the subject of "Industrial Drawing" as required to be taught by the legislature.

4. Examining the night-classes already established in the various cities, in compliance with the law.

5. Arranging for holding the exhibition of the travelling art-educational collection, and explaining it when on exhibition.

During the past year I have visited and discharged the above duties in every city of the Commonwealth which has desired to avail itself of my services, and applied to me for them, and am pleased to report that in all I have found the best feeling on the subject of Industrial Art-Education, and a strong desire to see it made an integral portion of the system of general education. Of the twenty-three cities and towns which come under the operation of the Act of 1870, as having a population of 10,000 inhabitants, I have visited eighteen, viz.: Boston, Worcester, Haverhill, Lawrence, Lowell, Lynn, New Bedford, Newton, Northampton, Springfield, Taunton, Cambridge, Charlestown, Fall River, Newburyport, Salem, Chelsea and Gloucester. The five cities or towns which have not yet responded to my offer of coöperation are, Somerville, Pittsfield, Fitchburg, Holyoke and North Adams.

The following table will show the nature of my official work in each of the cities or towns visited:—

NAME OF TOWN OR CITY.	Conference with School Commit- tee.	Addresses to Teachers.	Address to Pub- lic Meeting.	Examining Night Class.	Collection Exhib- ited.
Worcester, . . . .	X	X	X	X	X
New Bedford, . . . .	X	X	X	X	X
Lawrence, . . . .	X	X	X	X	X
Lowell, . . . .	X	X	X	X	X
Springfield, . . . .	X	X	X	X	X
Haverhill, . . . .	X	X	X	X	X
Lynn, . . . .	X	X	X	X	X
Newburyport, . . . .	X	X	X	X	X
Fall River, . . . .	-	X	X	X	X
Chelsea, . . . .	-	X	X	X	X
Charlestown, . . . .	-	X	X	X	X
Newton, . . . .	X	X	X	X	X
Gloucester, . . . .	X	X	X	X	X
Boston, . . . .	X	X	-	X	-
Salem, . . . .	-	X	X	-	X
Taunton, . . . .	-	X	-	-	-
Cambridge, . . . .	-	X	-	-	-
Northampton, . . . .	X	X	X	X	X

The cross indicates where the work at the head of each column was performed, the blank shows where for some good reason it was omitted.

#### CONFERENCES.

In my conferences with school committees I have recommended that to introduce drawing into the Common Schools, the regular teachers should be instructed by a special teacher of drawing, and that they be then required to instruct their scholars, and have done this both because of its economy and efficiency. On principle I object to special teachers being employed in the Public Schools for the purpose of elementary teaching, for the regular teachers are thereby set aside and their inefficiency proclaimed. Whatever it is reasonable to expect little children to learn, it cannot be unreasonable to suppose that adult teachers can also learn; and inasmuch as this question has passed out of the region of theory into the realms of experience, and it has been found that every willing teacher can both learn and successfully teach elementary drawing, any school committee which will provide for the instruction of its teachers, may now introduce the teaching of drawing into its schools with the greatest efficiency. My advice has been followed in many cities, with good results, and I hope before the year 1873 is past, every city and town in the Commonwealth will have thus provided sound instruction in the schools.

With reference to the instruction given in night-classes, I have found much misunderstanding arising from the way in which the Act of 1870 is worded. It reads: "Sect. 2. Any city or town may, and every city or town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in industrial *or* mechanical drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee." The expression *or* mechanical drawing has been understood by some school committees to limit the instruction to mechanical drawing, the latter term being regarded as the interpretation of the former, viz., industrial drawing; and thus they have felt that by this interpretation freehand drawing and design were excluded from the meaning of the Act, and that they had no power to provide instruction in those subjects. To remedy this fruitful cause of

misunderstanding I would suggest the alteration of the Act, to omit the word *mechanical*, as only describing a department of industrial drawing, and to let the act read, "free instruction in industrial drawing *and modelling*," the two last words being added so as to include instruction in the sculptural and plastic arts, valuable for those artisans and others who are engaged in carving, plastering, modelling and the constructive trades generally.

The instruction given in the free night-classes has been necessarily limited to such subjects as draughtsmen could be found to teach. The profession of the trained art-master does not at present exist in this country, and therefore school committees have to rely for the instruction given to draughtsmen employed in factories or workshops, and the instruction has been generally limited to those branches of industrial drawing to which the teachers are alone accustomed. When an artist or architect has been employed, the limitation has been as great, specialties only having been taught.

An important amount of excellent teaching has undoubtedly been done within these lines, but it cannot be said to cover the field of industrial drawing. The industries of this country are very varied in their nature, and the drawing which may be useful to one branch may be nearly useless to many others. Unless the representatives of all these industries can obtain the instruction most useful to them, they can hardly be said to obtain instruction in industrial drawing. The study of machine-drawing by a painter and decorator, does not bear on his industrial pursuit, and therefore to him it is not industrial drawing. The variety of the industries of this country may be expected to increase rather than diminish, and it is therefore a matter of some consequence to provide instruction of a more general character, as well as a wider range of special studies; which, as it appears to me, can only be secured by the training of teachers for the work. This difficulty will sooner or later have to be met.

I may again say that the two great difficulties which stand in the way of success in promoting art-education are, first, the want of good examples with which to give instruction; and second, the want of teachers of sufficiently wide acquirements to teach all the subjects coming under the description of industrial drawing.

Being myself an importation, it may perhaps appear somewhat inconsistent for me to say, that I think a wise economy suggests our not relying upon importation from foreign countries to remedy these wants. The opening up of our own resources, both in the creation of examples for art-study and the training of teachers, seems to me an integral part of the creation of a system of art-education. The cost, the delay, the risk of getting models, etc., from Europe are so great, and so out of all proportion to their value, that I have thought it to be especially my duty to coöperate with competent manufacturers in this country, for supplying what we want at our own doors, and to take the opportunity of a fresh start, to improve as much as possible upon the character of similar examples already provided in Europe. Thus the Worcester Technical School authorities are manufacturing a more complete set of solid geometric models than can be bought in Europe, and the public can purchase them at less cost, which, considering the value of labor in this country, is somewhat of an achievement.

The best examples of outline-drawing in use among the English and other European Art-Schools, have been reproduced by J. R. Osgood & Co., of Boston, who are also at present engaged in reproducing examples in light and shade and color, as well as copies for mechanical and machine drawing, architectural drawing and building construction and design; so that before a very long period has elapsed, I hope that these and other home-manufacturers will supply us with all we require in the way of implements and apparatus and examples for art-study, to the great convenience of the public.

#### ADDRESSES TO TEACHERS.

In my addresses and lessons given to teachers, I have endeavored to inspire them with a confidence in their own abilities to teach drawing, which is not commonly felt, and to point out the simplest way of giving instruction to young children; also to impress upon them the need of varying the character of the lessons as much as possible. I have in the past year confined my lectures to freehand outline drawing of objects and ornament, dictation and memory drawings, with occasional reference to elementary design.

Besides the cities and towns referred to before, I have attended



Teachers' Institutes for the same purpose in Medway, Pittsfield, Marlborough, Ayer, Sandwich, in 1871 ; and Barre, Gloucester, Wakefield, Southbridge, Bernardston and Barnstable, last year ; and in addition to this, special meetings of teachers, summoned to hear my lectures, have been held at Greenfield, Woburn, Taunton and Cambridge, and county meetings at Spencer and South Abington.

### THE NORMAL SCHOOLS.

During the year I have visited the four Normal Schools for the purposes of conferring with the principals and teachers of drawing, and of giving lectures to the students. Finding that the absence of examples for instruction prevented systematic work in the study of drawing, I recommended the Board to appropriate five hundred dollars to purchase them, and am glad this has been done, so that as soon as a room has been properly fitted in each of the schools for the reception of the models and copies, and arranged so that instruction, whether elementary or advanced, can be given in them, we may expect a better and a higher class of work than was possible before. The models and examples have arrived and are now being properly arranged in the several schools, in suitable class-rooms.

I have suggested courses of study for the students, specially designed to fit them for the teaching of drawing, and hope before long that this may be made uniform in all the schools, and be tested by examinations the same as other subjects.

As teachers of great experience become available, I should consider it of the highest consequence to have in each Normal School one instructor who devoted himself or herself to the training of the students by a thorough grounding in elementary drawing, as well as to give advanced instruction to some who may wish to make a specialty of the subject. In my occasional visits I can only point out the landmarks, but students to whom the road is strange, require direction and accompaniment for every foot of the way. It is in the Normal Schools that successful Grammar and Primary Schools are made possible, and therefore what we want to grow in the Common School we should plant in the Normal.

## PUBLIC MEETINGS.

I have given addresses at fifteen public meetings, called especially to consider the question of Industrial Art-Education, in as many different cities. From the speeches made at such meetings, both before and after my addresses, I gather that in the manufacturing centres there is and has long been a keen want felt of technical or industrial education; that many leading men in different localities have advocated it, and after the meetings I have attended, many more have professed readiness to recommend its extension.

"I came here" (said the ex-mayor, a wealthy manufacturer, in one city) "to see what could possibly be advanced as a justification of the school committee in spending money to teach our children to draw. I have remained here to say, that, after what I have heard, it seems to me not to be so much a question of whether we shall have Schools of Art, as a question of whether we can possibly do without them any longer, and to express also my astonishment that we have been able to do without them so long, without falling out of the rank of civilized nations."

Attendances at these meetings have been always good, considerably above a thousand in many cases, and in some localities the largest part of the audience has been composed of the young men just entering into possession of the industries and manufactures of the places, and who require all the knowledge they can obtain, to keep their workshops up to the standard of production to be found elsewhere.

## EXAMINATION OF NIGHT-CLASSES.

My examination of the conduct of night-classes has been sufficient to show me that it will take time to bring them into successful operation. They are usually begun with crowded class-rooms, which suffer nothing from overcrowding for a considerable time before the sessions terminate. The fault does not lie wholly with the teachers, though in so far as they are unable to teach that which the pupils want, they are to a certain extent responsible; nor does it arise from the inconstancy of the pupils; nor is it to be attributed to the absence of a demand for the knowledge which should be given in such schools. The subject is a new one; people who are unfamiliar with it see that

the classes are not always popular, without having a clear idea why, and many committees who have engaged a teacher, put gas-light into a room, and desks, boards and scholars, think a School of Art has been established, without a single specimen of art-work or examples to lead the pupils on to excellence. The teacher in front of a blackboard finds himself face to face with a multitude of pupils, every one of whom wants perhaps a different sort of instruction from that which is required by the rest; and though in his efforts to teach them all, the teacher may do excellently well, he will only succeed in teaching a few that which they came to learn, and which others, not getting, will seek elsewhere, and seek in vain.

It should be recognized by committees that even if it is difficult to secure mature skill to give instruction to pupils, it is only a question of a very moderate outlay,—an expenditure of a few hundred dollars, to give the pupils models to study from and examples which will teach even by themselves. What the husbandman is without seed, the art-teacher is without models and copies, and the barren fields which both cultivate lack fertility from the same cause.

#### EXHIBITION OF DRAWINGS IN BOSTON.

In order that it might be seen what each city was doing in the way of encouraging industrial drawing, an exhibition of the works produced in the free evening-classes was held on May 16th, 17th, 18th, 1872, at the Horticultural Hall, Boston. Owing to the fact that the exhibition was announced only a short time before it was held, when many classes had broken up and the works produced had been distributed, several successful classes were not represented in the exhibition. The works of the classes in eleven cities were exhibited, and during the three days the exhibition remained open, it was thronged by a crowd of most interested spectators, and was favorably reviewed by the newspapers at the time. At the same time and place the exercises of pupils in the city of Boston day-schools were exhibited, and served to add to the interest felt in the display. Though no substantial recognitions were awarded to successful students, the State Board appointed a board of examiners to mark with approval works of especial merit, and the best works were

labelled "Excellent," those next in merit were marked "Honorable mention."

The report of the examiners, with all the details of the awards, will be found attached to this Report.

My belief is, judging from the experience of other countries, that such an exhibition as this should be annual, so that all may see the standard of the best, and the strength of the strongest; that the weak may be encouraged, and merit rewarded. Each school will thus impart strength to the others and gain new vigor itself.

### PROPOSED STATE NORMAL SCHOOL OF ART.

To remedy the principal difficulty in the path of art-education in this State, viz., that of providing competent teachers, a deputation of the State Board of Education had an interview with the committee of the legislature, on the provision of a State Normal Art-School, in the spring of 1872. The arguments of members of the Board and its active officials were listened to with great patience by the committee, and a request was made that a sum of ten thousand dollars per annum should be voted to support such a school. Nothing however was done last year to forward this object, and in bringing it forward in this Report as by far the most important subject on which I have to speak, I would appeal most forcibly to the Board to give the matter its most earnest consideration.

In the initiation of a movement for the naturalization of drawing in our school system, it may be expected that the duties of a professional director of art, in the State which has taken the initiative in the matter, would be of a somewhat varying character. Among these duties, not the least onerous to me has been the task of advising a very large number of persons who sought counsel as to how they should acquire sufficient knowledge to become teachers of drawing, or being already teachers and seeing that they must improve themselves, how they should obtain further instruction.

Many have been teachers of drawing for years, who have been brought to see their own deficiencies by the works in the state collection exhibited in various towns, and by the standard of excellence which will apparently be required in the future.

In response to appeals made to me by such teachers, I have only been able to say that at present no provision exists in this country by which a teacher of drawing can be thoroughly educated, and that therefore, however reluctantly compelled to do so, I have been obliged to say that American citizens must seek in the Art-Training Schools of London and Paris, that which their own country cannot at present give them. I have seen with regret many persons following my advice and expatriating themselves for three or more years, to learn the business of their lives from aliens, on a foreign shore, a business which is in great demand in their own country, and an art which is held in honor wherever men have advanced to the condition of civilization. In one week I have replied to eight applications from Massachusetts and the New England States, from persons who wished to come to Boston to study drawing, in order that they might teach it, and my reply has always been to this effect: "Boston cannot teach you, for its schools exist for its own citizens only, and as yet the State of Massachusetts, though it requires that drawing shall be taught, has done nothing to provide the teachers."

Though eventually provision may be made for this great want by the Art-Museum of Boston better than by any other agency, if administered in coöperation with the State authorities, it is imperative and urgent that something should be done at once to meet the pressing demand existing everywhere now.

It seems to me that if two rooms of sufficient size to accomodate about two hundred students in each, with convenient offices attached, could be secured in Boston, one studio to be fitted as a lecture-room and the other as a drawing-room; and a corps of lecturers appointed to give instruction in such subjects as teachers most generally require, with examinations for certificates of competency to teach, held at the end of each year's course, there would be at a small cost a great amount of good done, and it could be done at once.

At the present time the city of Boston has no art lecture-room fitted up, in which it can give instruction to more than eighty pupils at once, while amongst the teachers of the Public Schools there are enough willing and anxious to form a class of one hundred and fifty at one time. It may be possible that should the State establish such a school as I have proposed, the city

might find it the most economic proceeding to hire the occasional use of it for the instruction of its teachers, and thus the cost to the State might be shared. This coöperation is recommended in the last report of the Drawing Committee of the city of Boston.

I would propose that the State Board of Education again ask for an appropriation of fifteen thousand dollars per annum, to rent and fit up premises and conduct Normal art-classes, to be free to every teacher of drawing in the State, who will attend them regularly, and open at a reasonable fee to all others; and that the best men in the several departments of art-education be secured to give courses of lectures and courses of lessons to the students who seek instruction in the school; and that the State Board be empowered to examine students and grant certificates or diplomas of competency to teach drawing to all students who satisfy the examiners.

That would be economic action, and is practically the only way to provide teachers. Both the English and French governments had to confess the want of success in all their schemes of art-education, until each had established a Training-School for teachers; since which time the attention of the whole world has been drawn to the remarkable progress made in design and art-manufactures in both countries,—due to the success resulting from the labors of competent teachers, more than to any other cause.

We cannot do more than play with this subject of art-education, until we provide ourselves with the tools with which to work at it, and then nothing can hinder the progress which will be made.

I present this proposal to the Board as the one important matter requiring action during the present session of the legislature, with the concluding remark that it is quite impossible to overestimate the practical importance of the proposal.

#### PURCHASE OF CASTS, ETC., BY DIFFERENT CITIES.

I am glad to say that several cities have already recognized the educational value of good examples for instruction, and have at considerable expense procured them from Europe. Boston, through the liberality of the school committee, the Chairman of the Drawing Committee (Mr. C. C. Perkins), and

other friends of art-education, was the first to set in motion a scheme of art-instruction, including casts and models and flat examples of a high character; and latterly Worcester has appropriated even more than Boston has expended, with the prospect of having an excellent School of Art, already in preparation. Newton, New Bedford, Taunton, Cambridge and Salem have also provided examples, liberally and judiciously. When every city has done the same, and the State has made it possible to secure competent teachers for their classes, then the whole character of industrial drawing as taught in the schools will be what its best friends wish it to be.

#### THE SOUTH BOSTON SCHOOL OF ART.

A trust fund, left to advance the interests of religion and education in South Boston, has been recently applied in part to establish a School of Art in South Boston. Fitted with the best appliances, having a complete collection of apparatus and examples for study, the school was opened in December, 1872, to all residents in South Boston who were above sixteen years of age and engaged in an industrial occupation. The classes are in freehand drawing, machine drawing and ship draughting, and building construction, three classes, each having two nights per week of instruction. The best teachers which could be got were employed, and out of 180 applications for admission, 120 students were admitted. A day-class for ladies was also established, numbering nearly forty pupils, and also a private class for which a small fee was charged. The rooms of the school were offered to the Drawing Committee of the city of Boston in which to give instruction to the South Boston teachers.

All the classes, with the one exception referred to, are free, and all drawing materials and apparatus, instruments, colors, etc., etc., are provided free of cost. Thus, in one district of Boston, a small School of Art, capable of accommodating only forty pupils at one time, is now in most successful operation, and giving free instruction to nearly 200 students.

I refer to this school, because many localities which have funds in trust for the social improvement of the people by means of education, may wisely follow the example of the Hawes Trustees in South Boston, and may reasonably expect

to emulate their great success. The total cost of conducting the school, it is estimated, will be under \$3,000 per annum.

The Chairman, Mr. F. Nickerson, one of the Trustees of the Hawes Fund, and the person who is most to be credited with so excellent a result, is gratified to show the school and its working to inquirers. It is situated at Savings Bank Building, Broadway, in the same building and on the same floor as the South Boston branch of the Public Library.

### OCCASIONAL DUTIES.

I have considered it to be my duty to the State to take every opportunity offering to diffuse as widely as possible information concerning art-education. For this reason I have read several papers on the subject before meetings of teachers in Boston and other places, and have also occasionally contributed papers to educational periodicals. The wide-spread interest in the subject, both in this State and beyond it, has laid me open to a correspondence upon points of detail, and in answer to applications for advice, which I could not have kept up but for the clerical assistance of the curator of the art-educational collection, who has assisted me in every way most efficiently. I have to ask that his appointment by a sub-committee may be approved by the Board and his salary fixed. I find that a trustworthy efficient man cannot be secured for less than \$1,250 a year, and I have to appeal to the Board to appoint him at that salary, with allowance for actual expenses incurred when on the Board's business.

Since my appointment I have delivered two courses of Lowell Lectures on art-subjects, and published a work on "Art-Education; Scholastic and Industrial," with a view of giving general information on the subject, to the reading public.

I have also designed and caused to be published two little teachers' guides to blackboard drawing, of freehand and model subjects, to supply those teachers with examples who cannot invent them, and give them practical guidance in conducting their exercises. These having been published in a cheap form will I hope be useful in popularizing the subjects.

A scheme of study in drawing for night-classes, and also a graded programme of subjects to be taught in day-schools, will be found appended to this Report. They have been prepared



by me, as suggestions of what may be expected to be done both now and in future.

Though my work in the literary, lecturing, or advisory ways has been very various, I hope and believe it has all tended in one direction, that of developing to the best of my ability the art-education of the State. I have felt that my first duty was to assist those cities on whom the State laid the responsibility of at once providing for the industrial art-education of its citizens, and thus my labors have been principally in such cities. During the coming year I hope to visit many of the smaller towns, and trust that I may also be occupied much with the formation of the Normal art-classes which I have proposed. The work I may have to do will probably change in each succeeding year, as the subject develops, and I trust that something has been done during the past year to lay a good foundation for future progress in many directions.

I have to thank the members and officials of the Board for the courtesy and consideration I have received from them, and which has lightened a heavy year's work.

Also to ask the Board's favorable consideration to any application which accompanies this Report.

I am, gentlemen,

Yours faithfully,

WALTER SMITH,

*State Director of Art-Education, Commonwealth of Massachusetts.*

## APPENDIX.

## PAPERS ON DRAWING.

## INDUSTRIAL DRAWING.

It is only necessary to say, concerning the small state collection, of which the following is a list, that its object is mainly to give information of what Industrial Drawing consists, to cities and towns desirous of complying with the following law of Massachusetts :—

SECT. 1. The first section of chapter thirty-eight of the General Statutes is hereby amended so as to include drawing among the branches of learning, which are by said section required to be taught in the public schools.

SECT. 2. Any city or town may, and every city and town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee.

SECT. 3. This act shall take effect upon its passage. [Approved May 16th, 1870.]

The collection is by no means complete, but is suggestive of the stages of study included by the Act.

JOSEPH WHITE,  
*Secretary Board of Education.*

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LIST OF EXAMPLES,  
COMPRISING THE TRAVELLING ART-COLLECTION, THE PROPERTY OF THE  
STATE OF MASSACHUSETTS.

The collection consists of the following sets of works :—

1. A series of original drawings and paintings, produced in English Schools of Art, by students of the schools, and presented by the English Government to the State of Massachusetts. (English.)
2. Machines and details of machinery, projected and colored, as used in the Industrial Schools of France. (French.)
3. Two sets of examples of building construction, and architectural details, used to teach from in English Schools of Art and Scientific Drawing-classes. (English.)

4. A set of Figure drawings, shaded by Bargue, in use both in France and other European countries. (French.)
5. Outline drawings of ornament, figure, flowers, used in Day-Schools, Industrial Drawing-classes and Schools of Art in England. (Italian and English.)
6. Colored flowers, for instruction in painting and design, for day-classes of Schools of Art. (English.)
7. Shadings of historical ornament, for teaching chalk drawing in all schools and classes. (English.)

## SOLID MODELS.

8. Plaster-casts of ornament, natural foliage and fruit, the human figure, vases,—Terracotta, earthenware, Majolica. Geometric solids, used in Day-Schools, night-classes and Schools of Art to teach model and object drawing. (Italian and English.)

## I.—ORIGINAL DRAWINGS AND PAINTINGS.

By Students in English Schools of Art. Presented by the British Science and Art Department to the Commonwealth of Massachusetts.

STAGE 1.—*Linear Drawing by aid of Instruments.*

- No. 1. c. Linear perspective.
2. The sewers and drains, as recommended by the Metropolitan Commissioners of Sewers.
3. a. Linear geometry.
4. b. Mechanical and machine drawing.

STAGE 2.—*Freehand Outline Drawing of Rigid Forms from Examples of Copies.*

- No. 5. b. Ornament.

STAGE 3.—*Freehand Outline Drawing from the Round.*

- No. 6. b. Ornament.

STAGE 4.—*Shading from Flat Examples or Copies.*

- No. 7. b. Ornament.

STAGE 5.—*Shading from the Round or Solid Forms.*

- No. 8. b. Ornament.
9. a. Models and Objects.
10. c. Time-sketching.

STAGE 6.—*Drawing from the Human Figure and Animal Forms from Copies.*

- No. 11. a. In outline.
12. b. Shaded.

STAGE 8.—*Drawing from the Human Figure, or Animal Forms, from the Round or Nature.*

- No. 13. c. Studies of the human figure from nude models.
14. d. " " " draped models.
15. a. " " " in outline from casts.
16. b. " " " shaded.
17. c. " " " from nude models.

STAGE 9.—*Anatomical Studies.*

- No. 18. a. Of the human figure.  
 19. a.       “       “  
 20. b. Of animal forms.

STAGE 10.—*Drawing Flowers, Landscapes, &c., from Nature.*

- No. 21. a. In outline.

STAGE 11.—*Painting Ornament from the Flat or Copies.*

- No. 22. b. In colors.

STAGE 12.—*Painting Ornament from the Casts, &c.*

- No. 23. a. In monochrome.

STAGE 13.—*Painting (general) from Flat Examples or Copies, Flowers, Still-life, &c.*

- No. 24. a. Flowers or natural objects.  
 25. b. Landscapes.  
 26. a. Flowers or natural objects.

STAGE 14.—*Painting (general) Direct from Nature.*

- No. 27. a. Flowers or still-life.  
 28. a.       “       “

STAGE 15.—*Painting Groups as Compositions of Color.*

- No. 29. a. In water-color, oil, or tempera.

STAGE 17.—*Painting the Human Figure or Animals in Color.*

- No. 30. b. From nature, nude or draped.

STAGE 22.—*Elementary Designs.*

- No. 31. c. Ornamental arrangements to fill given places in color.  
 32. d. Studies of historic styles of ornament drawn or modelled.  
 33. a. Studies treating natural objects ornamentally.  
 34. d. Studies of historic styles of ornament drawn or modelled.

STAGE 23.—*Applied Designs, Technical, or Miscellaneous Studies.*

- No. 35. a. Machine and mechanical drawing, plan drawing, mapping and surveys.  
 36. c. Surface.  
 37. b. Architectural design.  
 38. a. Machine and mechanical drawing, plan drawing, mapping and surveys.  
 39. b. Architectural design.  
 40. List of the stages.

## II.—MACHINES AND DETAILS OF MACHINERY. (French.)

- No. 41. Plate 1. Détails de boulong.  
           “   2. Détails d'un galet de rotation de Ponts tournants établis sur des Canaux.  
 42.       “   3. Excentrique de manœuvre d'une çisaille a gros fers.  
           “   4. Pignon Commandant une crémaillere.

- No. 43. Plate 5. Dessin d'un palier de trévil de sonnette a délié.
- " 6. Dessin d'une came commandant un pilon servant a hacher les ecorces de chêne.
44. " 7. Détails d'un excentrique triangulaire faisant mouvoir un tiroir de distribution de vapeur.
- " 8. Engrenage d'une roue et d'un pignon.
45. " 9. Guides du mouvement circulaire.
- " 10. Cric de manœuvre de vanne.
46. " 11. Articulations d'une barre d'excentrique et d'une tige de tiroir à vapeur.
- " 12. Modèle d'un excentrique de locomotives.
47. " 13. Engrenages droits ou cylindriques.
- " 14. Guides du mouvement circulaire. Model d'un palier.
48. " 15. Dessin de consoles. Supports d'arbres de transmission du mouvement.
- " 16. Machine locomotive.
49. " 19. Marteaux de forges. Marteaux frontol pour le cinglage des lonpes de fer ruddle.
- " 20. Pompes. Dessin des pompes alimentaires des nouvelles locomotives à marchandises.
50. " 21. Machine locomobile.
- " 22. Poulies. Dessin d'une poulie à chaîne.
51. " 24. Treuils. Dessin d'un treuil à engrenage.
- " 25. Dessin type d'une machine à vapeur à action directe.
52. " 26. Dessin simplifié des machines à voyageurs du chemin de fer du nord.
- " 29. Dessin de la coulisse de R. Stephenson.
53. " 30. Dessin d'un engrenage à chaîne.
- " 31. Dessin d'une machine à vapeur verticale à colonnes.
54. " 33. Dessin d'un martinet a buscule avec machine à vapeur motrice.
- " 34. Dessin des petites grues fixes établies sur les bateaux à vapeur des porteurs.
55. " 35. Dessin d'un modérateur à force centrifuge.
- " 36. Dessin d'un engrenage conique ou d'un engrenage formé par deux roues d'angle.
56. " 37. Dessin d'un frein appliqué au treuil à engrenage d'une grue.
- " 38. Dessin d'un engrenage à vis (sans fin) ou d'un engrenage formé par une vis et une roue dentée.
57. " 40. Appareils à nettoyer les grains.
- " 41. Machine locomotive.
58. " 43. Machines à vapeur locomobiles.
- " 45. Dessin d'une machine à cylindre oscillant.
59. " 47. Grues hydrauliques.
- " 49. Dessin type d'une manivelle motrice en fer (forge.)
60. " 53. Matériel de chemins de fer. Wagons.
- " 54. Dessin d'une machine à vapeur verticale.
- " " Dessin d'une petite machine à percer mue.
61. " 55. Dessin type de la grosse télé d'une bielle motrice en fer.
- " 57. Dessin d'une presse à satiner à percussion.
62. " 48. Machines soufflantes et machines locomotives.
- " 75. Dessin detaille d'un etau à chaud du etau de forge.
63. " 77. Dessin d'une nouvelle cisaille à grosses totes.

- No. 63. Plate 102. Dessin d'une pompe à deux pistons.
64. " 79. Dessin d'une pompe à incendie à balancier et à cylindres verticaux montée sur son chariot.
- " 82. Dessin d'une machine à vapeur horizontale.
65. " 84. Dessin d'une pompe à incendie à balancier et à cylindres verticaux.
- " 86. Dessin d'une presse à balancier pour le gaufrage et l'impression.
66. " 87. Dessin d'un wagon à voyageurs. (Première classe.)
- " 89. Dessin d'une charrue à pointe de soc mobile.
- " " Dessin d'une roue hydraulique avec vanne en déversoir.
67. " 91. Ensemble d'un moulin à blé, système Américain, actionné par un moteur hydraulique.
- " 95. Dessin d'une machine à vapeur horizontale.
68. " 97. Dessin d'une machine à air dilaté par la combustion des gaz au moyen de l'électricité.
- " 100. Dessin d'une pompe à incendie, à balancier, et à cylindres verticaux.
69. " 103. Dessin d'un wagon. Couvert à volets pour bagages du chemin de fer de l'ouest.
- " 104. Dessin d'un tender du chemin de fer de l'est.
70. " 114. Machine à vapeur verticale.
- " 115. Chariot locomotive.

### III.—EXAMPLES OF BUILDING CONSTRUCTION. (English.)

- No. 71. Plate 1. Colored plans, elevations, sections and details of a gate-lodge.
72. " 2. Details of brick-work.
73. " 3. Trussed partition and scarfings.
74. " 4. Details of flooring (single and double).
75. " 5. Details of a double-framed floor.
76. " 6. Section of a front wall of a dwelling-house. Arrangement of flues in party-wall.
77. " 7. Details of roofs.
78. " 8. Details of a roof.
79. " 9. Details of window and boxing-shutters.
80. " 10. Staircase, open newel continued rail.
81. " 1. Casement window.
82. " 2. Details of outer and inner doors of the principal entrance of the Reform Club-house.
83. " 3. Roof of Exeter Hall, and roof of Whitehall Chapel.
84. " 4. Bell turret at Walton, Surrey.
85. " 5. Museum of Economic Geology, details of cast-iron column in theatre.
86. " 6. Balustrade and retaining-wall between upper and lower gardens at Walton, Surrey.
87. " 7. Window of Walton House.
88. " 8. " " "
89. " 9. Elevation and section of the ground-story of No. 1 Chancery Lane, corner of Fleet Street.
90. " 10. Details of elevation of the ground-story of No. 1 Chancery Lane, corner of Fleet Street.
91. " 11. Pulpit, desks and chancel-seats, Holland Chapel, Brixton.

- No. 92. Plate 12. Miscellaneous examples of masonry, plasterers' works, &c., from Walton House.
93. " 13. Details of lantern-light, &c., over Laboratory, Muscum of Economie Geology.
94. " 14. Elevation section, and details of second-floor windows of No. 1 Chancery Lane.
95. " 15. Lambeth Baths, &c. Roof over first-class swimming-bath.
96. " 16. Suspending bolts, coupled girders, &c., to gallery, Museum of Economie Geology.
97. " 17. Panellings and skirtings.
98. " 18. Fire-proof floors, Wynyard Hall, Durham.
99. " 19. Trussed girders, Conishead Priory, Ulverstone.
- " " Trussed girder and floor, Lord Montague's Mansion, Ditton Park.
100. " 20. Timber scaffoldings used in the erection of the Nelson Column, Trafalgar Square, London.
101. " 21. Elevation plans and other details of Messrs. Paine, Evenden and Lewis' Shop, Maidstone.
102. " 22. Details of ornamental iron-work to shop-front of Messrs. Paine, Evenden and Lewis, Maidstone.
103. " 23. Details of iron and other work to shop-front of Messrs. Paine, Evenden and Lewis, Maidstone.
104. " 24. Roof of Covent Garden Theatre.
105. " 25. Garden-porch or entrance to Clinton House, Weybridge, Surrey.
106. " 26. Masonry. Windows in ground-floor, Wynyard Hall, Durham.
107. " 27. Sections of the new church of St. Thomas', Charlton, Kent.
108. " 28. Messrs. Paine, Evenden and Lewis' Shop, gas-lighting and ventilation.
109. " 29. Stairease at Wynyard Hall, Durham.
110. " 30. Details of roof, Walton House, Surrey.
111. " 31. Skylight over principal staircase, No. 3 Albert Gateway.
112. " 32. Roofs, gates, &c., erected at Rotherhithe for Messrs. Brandram.

## IV.—OUTLINE AND SHADING, THE HUMAN FIGURE. (French.)

- No. 113. Plate 3. Outline and shading of faces.
114. " 6. " " of feet.
115. " 8. " " of a foot.
116. " 11. " " of hands.
117. " 10. " " of a foot.
118. " 17. " " of an arm.
119. " 22. " " of an arm.
120. " 28. " " of a leg.
121. " 30. Shading of Legs.
122. " 36. " of Marcus Brutus. Antique.
123. " 37. " of Parthenon. Fronton occidental.
124. " 47. Outline and shading of Parthenon. Fronton occidental.
125. " 48. " " of a face. Phocion.
126. " 54. " " " Homer.
127. " 59. Shading of Amazone. Vatican Antique.

- No. 128. Plate 60. Outline and shading of Torse.  
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 131. " 68. " of Achille. Antique.  
 132. " 69. " of Germanicus.

V.—OUTLINE DRAWING. (Italian.)

- No. 133. Plates 11 and 14. Two male figures.  
 134. " 12 " 16. Two male figures.  
 135. " 15 " 18. Male figure and Back of Hercules.  
 136. Plate 17. Hercules and the Frieze.

*Diagrams for Teaching Freehand Outline Drawing*, by WALTER SMITH. (English.)

- |                            |                             |
|----------------------------|-----------------------------|
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*Freehand Ornament*, by F. EDWARD HULME. (English.)

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|---------------------------|-----------------------------|
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| 151. 6 " 10.              | 157. 36 " 40.               |
| 152. 11 " 15.             | 158. 41 " 45.               |
| 153. 16 " 20.             | 159. 46 " 50.               |
| 154. 21 " 25.             | 160. 51 " 55.               |
| 155. 26 " 30.             | 161. 56 " 60.               |

*Flowers and Foliage in Outline*. (English.)

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|---------------------------|---------------------------|
| No. 162. Example stage 7. | No. 163. Example stage 7. |
|---------------------------|---------------------------|

*Outline Drawings*. (DYCE'S.) (English.)

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|----------------------------|------------------------------|
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| 165. 3 " 4.                | 178. 29 " 30.                |
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| 167. 7 " 8.                | 180. 33 " 34.                |
| 168. 9 " 10.               | 181. 35 " 36.                |
| 169. 11 " 12.              | 182. 37 " 38.                |
| 170. 13 " 14.              | 183. 39 " 40.                |
| 171. 15 " 16.              | 184. 41 " 42.                |
| 172. 17 " 18.              | 185. 43 " 44.                |
| 173. 19 " 20.              | 186. 45 " 46.                |
| 174. 21 " 22.              | 187. 47 " 48.                |
| 175. 23 " 24.              | 188. 49 " 50.                |
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*Outline Drawings*.

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|----------------------------|----------------------------|
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| 190. 2 " 9.                | 193. 4 " 10.               |
| 191. 3 " 7.                | 194. 11 " 12.              |
195. Plate 1. Eyes. Plate 7. Female head.  
 196. " 2. Ears. " 4. Feet.  
 197. " 5. Toes. " 3. Hands.



- No. 198. Plate 6. Arms and legs. Plate 2. Feet.  
 199. " 8. Female head. " 9. Male head.  
 200. " 9. Female figure.  
 201. Plates 10 and 11. Two female heads.

*Science and Art Department.* Selections of Foliage from ALBERTOLLI. (Italian.)

- No. 202. Example Stage 2. No. 203. Example Stage 2.

*Wallis's Outline Drawings.* (English.)

- No. 204. Lesson 1. Right or straight lines.  
 " 2. Parallels. Right lines.  
 " 3. Right angles.  
 205. " 5. Polygons. Eight lines.  
 " 6. Curves.  
 " 7. Curvilinear figures. Simple curves.  
 " 8. " " "  
 206. Lessons 9, 10, 11, 12. Compound curves.  
 207. Lesson 13. Starting-points.  
 " 14. Acanthus leaf simple foliage.  
 " 15. Anthemion. Radiatory foliation.  
 " 16. " " "  
 208. " 17. " " "  
 " 18. Ivy leaf. Mouldings.  
 " 19. Echinus and Water-lily mouldings.  
 " 20. Acanthus mouldings.  
 209. " 21. Continuous foliation.  
 " 22. Symmetrical or Bilateral foliation.  
 " 23. Acanthus leaf.  
 " 24. " " Curvilinear foliation.

VI.—COLORED FLOWERS FROM THE FLAT. (English.)

- No. 142. Example of Stage 13. Pelargonium.  
 143. " " " Nasturtium.  
 " " " Camellia.  
 144. " " " Camellia.  
 " " " Petunia.

*Illustration of Exercises in Elementary Design for Decorating Surfaces.* (English.)

[Given forms arranged so as to fill geometrical spaces.]

- No. 145. 8 examples.

VII.—HISTORICAL SHADINGS. (English.)

- No. 146. Example of Stage 7B. Shading from a Greek frieze.  
 " " 4B. Shading from a part of a Pilaster from the  
 Tomb of St. Biagio, at Pisa.  
 147. " " 4B. Shading from a Renaissance Scroll. Tomb in  
 S. M. Dei, Frari, Venice.  
 " " 4. Shading from a Gothic Patera.  
 148. " " 7B. Shading from a Doric Renaissance. Freize  
 ornament.  
 " " 4B. Shading from an Early English Capital.  
 149. " " 7B. " " a Renaissance Rosette (No. 2).  
 " " 4B. Shading from a moulding of sculptured  
 foliage decorated.

## VIII.—CASTS. (French, English and Italian.)

- 1 Owl.
- 1 Duke of Sunderland's Goblet.
- 1 Female hand from nature.
- 1 Male hand by M. Angelo.
- 1 Child's hand from nature.
- 1 Foot. Antique.
- 1 Leaf.
- 1 Madonna, Infant and Angels, by Donatello.
- 1 Madonna, by M. Angelo.
- 1 Apple plant.
- 1 Ivy leaf.
- 1 Fruit. Arbutus.
- 1 Madeline Pilaster.
- 1 Apollino de Medici.
- 1 Fruit. Melon.
- 1 Anatomical figure by Houdon.
- 1 Camel.

*Vases.*

- 3 Plain red vases, Terracotta, by Wedgwood.
- 3 Plain white vases, earthenware, by Wedgwood.
- 5 Colored vases, Majolica, by Minton.

*Models. Geometric Solids.*

- 1 Skeleton Cube.
- 1 Sphere.
- 1 Cylinder.
- 1 Cube.
- 1 Cone.
- 1 Hexagonal Prism.
- 1 Iron Skeleton Cube.
- 1 Iron square, with circle.
- 1 Iron stand, to display models to draw from.

WALTER SMITH,

*State Director of Art-Education, Commonwealth of Mass.*

DEPARTMENT OF ART-EDUCATION, BOSTON, May 17, 1872.

*The Chairman of School Committee, or the Superintendent of Schools in*

SIR:—I forward to you copies of the Official Report of the Board of Examiners, appointed by the State Board of Education to award marks of distinction to the most successful works exhibited in the First Annual Exhibition of the Free Industrial Drawing Classes. Lists of the successful students from each class are included in the tables accompanying the Report.

Your attention is particularly directed to the suggestions of the Board of Examiners concerning the necessity of securing for the classes proper examples for study, which being provided, even to a very limited extent, have had so marked an effect upon the Boston classes.

Having visited the Drawing Classes in the various cities, seen their work in the class-rooms, and conferred with their teachers, I wish to add my testimony as State Director of Art-Education to the opinion expressed by the Board of Examiners; viz., that under the circumstances, all the classes have done admirably, and that when other cities have provided the necessary appliances for art-study, which the city of Boston has, then a fair comparison may be made between its works and the works of all the other cities. Until that is done, the students and teachers left unprovided with means of study must labor under the greatest disadvantage. Before the commencement of classes next year, I hope that the experience obtained already will be made use of to remedy the deficiency.

You are requested to publish this Report and the awards of the Board of Examiners with reference to your own classes, for the information of students. I am, sir, yours faithfully,

WALTER SMITH,  
*State Director of Art-Education.*

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*Report of the Board of Examiners, appointed by the Massachusetts State Board of Education, on the First Exhibition of Works from the Free Industrial Drawing Classes, Massachusetts.*

JOHN D. PHILBRICK, Esq., *Chairman of the Exhibition Committee of the State Board of Education:*

DEAR SIR:—Having been appointed to examine the drawings displayed in the exhibition of the works of the Free Industrial Drawing Classes of the State of Massachusetts, and to award marks of distinction to the most deserving, we have great pleasure in submitting the following Report:—

The exhibition represents the results obtained in the Free Evening Drawing Schools held during the past winter in Haverhill, Lawrence, Lowell, Lynn, New Bedford, Newton, Northampton, Springfield, Taunton, Worcester and Boston. There are no works of the classes in Cambridge, Charlestown, Fall River, Fitchburg, Somerville, Newburyport, Pittsfield and Salem. We understand that no classes have as yet been organized in the other towns included within the scope of the statute,—Chelsea, Gloucester, Holyoke and North Adams. The exhibition consists of about six hundred drawings, comprising exercises from the blackboard, of freehand, geometrical, mechanical, isometrical and constructional drawing in outline, and tinted; drawing in light and shade and color of foliage, figures, animal forms, machine drawing, and architectural tinting, designs for buildings, for carpets, etc., natural objects, geometric solids in shadow and color, and many other branches of industrial art-study.

The difficulty of selecting the works most deserving of commendation, where the general range of merit was so uniform as we found it, and the excellence in some respects so great, rendered our task by no means an easy one. We have designated the works of greatest merit by the word Excellent, to the number of twenty-seven, giving an Honorable Mention to eighty-nine others.

The Lynn School is represented by eight drawings, chiefly of instrumental work. The mark of excellence was given to two, and an honorable mention to three.

The school at Lawrence sends thirteen drawings, chiefly mechanical drawings and projection. We gave the mark of excellence to one, and an honorable mention to four. Both schools show evidence of good and careful instruction, although within a limited field. The works specially distinguished by marks of approval, deserve high praise.

The Lowell School, though organized only in March, exhibits a large amount of excellent work. Freehand drawing is included, and has been carefully taught. The application of freehand drawing to the details of machinery deserves special notice and commendation. Men are naturally most easily interested in the representation of objects which they understand. The rest of the work consisted of a design for a carpet, projections of details of machinery, architectural outlines, etc., making seventy drawings in all. Of these, three were marked excellent, and six had an honorable mention.

At New Bedford, the instruction has been apparently limited to instrumental drawing, and most of the work shown is of an elementary character. But there are some excellent specimens of machine drawing in color. Out of twenty-four drawings, we gave the mark of excellence to two, and an honorable mention to three.

The work exhibited from the Worcester school is large in amount, and embraces an unusual range of subjects, in which the freehand work bears a large proportion to the mechanical and geometrical drawings, and is itself more than usually varied, consisting of outlines of ornament, shaded drawings from solid models, and drawings from groups of natural objects. The evident want of success in some of this work is to be attributed to the absence of proper models, without which it is useless to expect satisfactory results, however capable the pupils, and however skilful the teachers. We have the

less hesitation in expressing our sense of these defects, as this deficiency, which is the only obstacle to success, is removable at will. Out of the eighty drawings from this school, one received the mark of excellence, and eleven an honorable mention.

The work from Springfield, though limited in range, consisting entirely of drawings of machinery, is remarkably good in quality, exhibiting also an unusual uniformity of standard, one of the surest marks of good discipline. But the total result would have been much more satisfactory if free-hand work, though only of the kind of which we have spoken as distinguishing the Lowell school, had been added. Out of twenty drawings, we found two to be excellent, and gave an honorable mention to three.

The school at Taunton is distinguished by the number and the excellence of the drawings, in both which respects it stands next to the Boston school. Out of 130 drawings, room could be afforded for only 79; but of these, five received the mark excellent, and fourteen an honorable mention. Though the absence of free-hand work is here again to be regretted, the drawings exhibit much uniformity of excellence, and great variety of subject. A large portion, moreover, of the best work is drawn from blackboard instruction, evincing a high degree of faithfulness and competency in the teaching.

The works of the classes in Haverhill and Northampton, though showing diligence and fidelity, are so limited, both in number and in range of subject, as not to call for special remark. This is, doubtless, in great part due to the fact that this exhibition was not announced until the drawings of the year had already been dispersed, so that it was difficult to get together a fair representation of the year's work. Eight drawings are shown from each town, Haverhill receiving two honorable mentions, and Northampton one excellent and two honorable mentions. The dispersion of students' work has been the cause of imperfect representation in several of the schools, and will, we hope, be remedied next year.

The Newton class appears to have been well taught in elementary work, the students not being required to finish their drawings. We awarded one honorable mention to this class.

The Boston school stands first, both in the number of the drawings, furnishing 282 altogether, or nearly one-half of the whole collection, and the variety and excellence of the work, especially the freehand work. The mark of excellent was given to ten, and an honorable mention to *forty*. The examples of ornamental and figure work, both from the flat copy and from models, are quite beyond what any of the other schools have to show. The architectural and engineering work is also to be noticed. This excellence is to be mainly imputed, it seems to us, to the very superior advantages these classes have enjoyed in the respect of casts, solid models and flat copies. It is not that the instruction has been better here than elsewhere, but that proper appliances have rendered it more efficient.

This is, in our judgment, the key to the whole question. It is perfectly plain that there is in the State no lack of ability on the part either of pupils or teachers, and no want of support on the part of the public. The results already achieved are excellent,—remarkably so, if we consider that in most of these towns there was no proper preparation for the work, and no appliances whatever, except what the teachers could bring in their hands.

There is no reason why any of the schools here represented should not, in future, present work equal to the best. A moderate outlay of money upon proper models, suited to the special wants of each place, would put all these schools upon an absolutely equal footing. The marked superiority in almost every department of the work of the Boston school is one that ought to disappear entirely in future years. The exhibition must convince every visitor that this is the point upon which the whole movement hangs. Nothing but the want of suitable models can prevent a great and permanent success.

The following table shows the number of drawings exhibited, and awards made :—

	Total.	Fr. H'd.	Instr'l.	H. M.	Excel't.
Boston, . . . . .	282	101	181	40	10
Taunton, . . . . .	79	—	79	14	5
Northampton, . . . . .	8	—	8	2	1
Springfield, . . . . .	20	1	19	3	2
Haverhill, . . . . .	8	—	8	2	—
Lynn, . . . . .	8	3	5	4	2
Lawrence, . . . . .	13	1	12	4	1
Lowell, . . . . .	70	52	18	6	3
Newton, . . . . .	20	—	20	1	—
New Bedford, . . . . .	24	—	24	3	2
Worcester, . . . . .	80	57	23	11	1
	612	215	397	89	27

The following are the awards of the degrees of excellence, according to the Official Report of the Board of Examiners :—

#### BOSTON.

N. Levin, . . . . .	Flat copy, . . . . .	Honorable mention, . . . . .	Freehand Drawing.
T. O. Brien, . . . . .	Object, . . . . .	" " " " " "	" " " "
F. B. Oliger, . . . . .	Flat copy, . . . . .	" " " " " "	" " " "
F. Orentt, . . . . .	" " " " " "	" " " " " "	" " " "
L. D. Cudworth, . . . . .	" " " " " "	" " " " " "	" " " "
D. Fausel, . . . . .	Object, . . . . .	Excellent, . . . . .	" " " "
A. C. Fenety, . . . . .	" " " " " "	" " " " " "	" " " "
N. Levin, . . . . .	" " " " " "	Honorable mention, . . . . .	" " " "
N. Levin, . . . . .	" " " " " "	" " " " " "	" " " "
D. Fausel, . . . . .	" " " " " "	" " " " " "	" " " "
E. Lippold, . . . . .	Flat copy, . . . . .	" " " " " "	" " " "
R. Sturn, . . . . .	" " " " " "	" " " " " "	" " " "
Martha E. Dean, . . . . .	" " " " " "	" " " " " "	" " " "
R. Sturn, . . . . .	Object, . . . . .	Excellent, . . . . .	" " " "
J. E. Marshall, . . . . .	" " " " " "	Honorable mention, . . . . .	Mechanical.
C. Hatch, . . . . .	" " " " " "	" " " " " "	" " " "
A. E. Downs, . . . . .	" " " " " "	" " " " " "	" " " "
T. Allecott, Jr., . . . . .	" " " " " "	" " " " " "	" " " "
A. S. Downs, . . . . .	" " " " " "	" " " " " "	" " " "
J. Ward, . . . . .	" " " " " "	" " " " " "	" " " "

## BOSTON—Concluded.

W. H. Chase, . . . .	Flat copy, . . . .	Honorable mention, . . . .	Mechanical. . . .
S. Redfearn, . . . .	" . . . .	Excellent, . . . .	" . . . .
G. A. Haase, . . . .	" . . . .	Honorable mention, . . . .	" . . . .
D. O. Davis, . . . .	" . . . .	" . . . .	Architectural Drawing.
W. F. Lord, . . . .	Blackboard, . . . .	" . . . .	Geometrical Drawing.
T. B. Pepper, . . . .	" . . . .	" . . . .	" . . . .
T. Smith, . . . .	Original, . . . .	" . . . .	Ship Draughting.
J. Burke, . . . .	" . . . .	" . . . .	" . . . .
B. Furnald, . . . .	" . . . .	" . . . .	" . . . .
W. A. Lydston, . . . .	" . . . .	" . . . .	" . . . .
C. G. Frye, . . . .	" . . . .	" . . . .	" . . . .
C. H. Bogan, . . . .	" . . . .	" . . . .	" . . . .
C. H. Bogan, . . . .	" . . . .	Excellent, . . . .	" . . . .
J. Burke, . . . .	" . . . .	" . . . .	" . . . .
C. G. Frye, . . . .	" . . . .	" . . . .	" . . . .
B. E. Furnald, . . . .	" . . . .	" . . . .	" . . . .
C. A. Fitzgerald, . . . .	Object, . . . .	Honorable mention, . . . .	Building Construction.
C. S. Thompson, . . . .	" . . . .	" . . . .	" . . . .
J. W. Vickers, . . . .	" . . . .	" . . . .	" . . . .
C. L. Reed, . . . .	" . . . .	" . . . .	" . . . .
J. G. Medland, . . . .	" . . . .	" . . . .	" . . . .
S. McDonald, . . . .	" . . . .	" . . . .	" . . . .
G. A. Haase, . . . .	Flat copy, . . . .	" . . . .	" . . . .
John W. Harris, . . . .	" . . . .	" . . . .	" . . . .
M. Mitchell, . . . .	Original, . . . .	" . . . .	" . . . .
Carl Richter, . . . .	" . . . .	" . . . .	" . . . .
R. S. Wright, . . . .	" . . . .	" . . . .	" . . . .
R. S. Wright, . . . .	" . . . .	" . . . .	" . . . .
H. C. Bagot, . . . .	" . . . .	Excellent, . . . .	" . . . .
Charles Dean, . . . .	" . . . .	" . . . .	" . . . .

## NORTHAMPTON.

C. E. Herrick, . . . .	Flat copy, . . . .	Excellent, . . . .	Mechanical Drawing.
R. L. Taft, . . . .	Original, . . . .	Honorable mention, . . . .	" . . . .
Charles S. Pratt, . . . .	" . . . .	" . . . .	Building Construction.

## LYNN.

J. B. Roney, . . . .	Flat copy and blackboard, . . . .	Honorable mention, . . . .	Freehand.
A. D. Johnson, . . . .	Flat copy and blackboard, . . . .	Excellent, . . . .	" . . . .
C. H. P. Roney, . . . .	Flat copy, . . . .	Honorable mention, . . . .	Perspective.
A. D. Johnson, . . . .	Original, . . . .	Excellent, . . . .	Freehand.
H. L. Chase, . . . .	Flat copy, . . . .	Honorable mention, . . . .	" . . . .

## SPRINGFIELD.

J. C. Marshall, . . . .	Flat copy, . . . .	Excellent, . . . .	Mechanical Drawing.
J. C. Marshall, . . . .	" . . . .	Honorable mention, . . . .	" . . . .
J. C. Marshall, . . . .	" . . . .	" . . . .	" . . . .
N. Gardner, . . . .	Original, . . . .	" . . . .	" . . . .
Adams Lavignt, . . . .	Flat copy, . . . .	Excellent, . . . .	" . . . .

## HAVERHILL.

F. J. Drinkwater, . . . .	Blackboard, . . . .	Honorable mention, . . . .	Perspective Drawing.
C. H. Willey, . . . .	" . . . .	" . . . .	Geometrical Drawing.

## LAWRENCE.

J. Roper, . . .	Flat copy, .	Honorable mention,	Perspective Drawing.
H. F. Lord, . . .	" . . .	" "	" "
G. O. Cross, . . .	Object, . . .	" "	Mechanical Drawing.
O. Littlefield, . . .	" . . .	" "	Freehand Drawing.
L. L. Fletcher, . . .	Flat copy and blackboard,	Excellent, . . .	Mechanical and Geometrical.

## NEW BEDFORD.

J. M. Terry, . . .	Blackboard, .	Honorable mention,	Mechanical Drawing.
J. C. S. Taber, . . .	Flat copy, .	" "	" "
Rolland Macy, . . .	" . . .	" "	" "
T. E. M. White, . . .	" . . .	Excellent, . . .	" "
T. E. M. White, . . .	" . . .	" . . .	" "

## LOWELL.

Gertrude Shelton, . . .	Blackboard, .	Excellent, . . .	Freehand Drawing.
F. C. Swann, . . .	Original, .	" "	" "
C. E. Draper, . . .	" . . .	Honorable mention,	" "
Emma Harrison, . . .	Blackboard, .	" "	" "
M. S. Chase, . . .	Flat copy, .	" "	" "
G. W. Furbur, . . .	Blackboard, .	" "	" "
G. A. Smith, . . .	Flat copy, .	" "	" "
F. K. K. Brown, . . .	" . . .	" "	" "
Jas. S. Whitney, . . .	Original, .	Excellent, . . .	Mechanical Drawing.

## NEWTON.

— Waters, . . .	Blackboard, .	Honorable mention,	Building Construction.
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## WORCESTER.

C. M. Jones, . . .	Blackboard, .	Honorable mention,	Freehand Drawing.
C. S. Hall, . . .	" . . .	" "	" "
C. S. Hall, . . .	" . . .	" "	" "
J. C. Hogan, . . .	Object, . . .	" "	" "
Miss Gale, . . .	" . . .	" "	" "
J. C. Hogan, . . .	" . . .	Excellent, . . .	Mechanical Drawing.
E. F. Tolman, . . .	Blackboard, .	Honorable mention,	" "
J. C. Hogan, . . .	Object, . . .	" "	" "
T. E. S., . . .	" . . .	" "	" "
J. H. Prouty, . . .	" . . .	" "	" "
C. Goen, . . .	" . . .	" "	" "
I. H. Crosby, . . .	Blackboard, .	" "	" "

## TAUNTON.

E. K. Emerson, . . .	Blackboard, .	Honorable mention,	Architectural Drawing.
W. S. Congdon, . . .	" . . .	" "	" "
A. S. Rounds, . . .	" . . .	" "	" "
S. M. Wetherill, . . .	" . . .	" "	" "
N. Rand, . . .	" . . .	" "	" "



## TAUNTON—Concluded.

P. Johnson, . . .	Blackboard, .	Honorable mention, .	Architectural Drawing.
C. H. Alden, . . .	" .	Excellent, . . .	" "
G. E. Wilbur, . . .	" .	Honorable mention, .	Mechanical Drawing.
G. E. Wilbur, . . .	" .	" "	" "
A. Colman, . . .	" .	" "	" "
E. King, . . .	" .	" "	" "
A. Colman, . . .	" .	" "	" "
A. Colman, . . .	" .	" "	" "
C. P. Mitchell, . . .	" .	" "	" "
J. Holland, . . .	" .	" "	" "
E. King, . . .	" .	Excellent, . . .	" "
G. A. Gelinis, . . .	" .	" .	Architectural Drawing.
J. Holland, . . .	" .	" .	Mechanical Drawing.
C. P. Mitchell, . . .	" .	" .	" "

(Signed),

C. C. PERKINS,

W. R. WARE,

WALTER SMITH,

*State Board of Examiners.*

# SCHEME OF INSTRUCTION FOR THE STUDY OF INDUSTRIAL DRAWING.

## STAGES AND SUBJECTS OF STUDY.

<b>Elementary Course.</b> From Copies.	<b>Advanced Course.</b> From the Real Object or Design.	<b>STAGE I. INSTRUMENTAL DRAWING.</b> Sections: <i>a</i> , Linear Geometry; <i>b</i> , Mechanical and Machine Drawing; <i>c</i> , Linear Perspective; <i>d</i> , Details of Architectural Drawing and Building; <i>e</i> , Ship-Draughting. [Stage I., consisting of Instrumental Drawing, is at present carried on at the Institute of Technology.]
		<b>STAGE II. FREE-HAND OUTLINE DRAWING of Rigid Forms, from flat Examples, or Copies.</b> Sections: <i>a</i> , Objects; <i>b</i> , Ornament; <i>c</i> , Flowers, Foliage and Objects of Natural History; <i>d</i> , The Human and Animal Figure. Mediums used: 1, pencil; 2, chalk; 4, ink.
<b>Elementary Course.</b>		<b>STAGE III. FREE-HAND OUTLINE DRAWING, from the "Round" or Solid Forms.</b> Sections: <i>a</i> , Geometrical Solids, Vases, etc.; <i>b</i> , Ornament from the cast; <i>c</i> , Flowers and Foliage from Nature; <i>d</i> , Details of the Human Figure, and Animal Forms from the cast. Mediums used: 1, pencil; 2, chalk; 4, ink or sepia.
		<b>STAGE IV. SHADING, from flat Examples or Copies.</b> Sections: <i>a</i> , Models and Objects; <i>b</i> , Ornament; <i>c</i> , Flowers and Foliage; <i>d</i> , Details of Human and Animal Figures; <i>e</i> , Landscape Details. Mediums used: 1, pencil; 2 chalk; 3, charcoal; 4, ink or sepia.
<b>Advanced Course.</b>		<b>STAGE V. SHADING, from the "Round" or Solid Forms.</b> Sections: <i>a</i> , Geometrical Solids and Vases; <i>b</i> , Ornament from the cast; <i>c</i> , Flowers and Foliage from Nature; <i>d</i> , Details of Human and Animal Figures from the cast. Mediums used: 1, pencil; 2, chalk; 3, charcoal; 4, ink or sepia.
		<b>STAGE VI. ORIGINAL DESIGN.</b> Sections: <i>a</i> , Elementary Design of Geometric Forces to fill given spaces; <i>b</i> , Ornamental arrangements of Natural Forms, conventionalized in one color or monochrome, to cover given spaces; <i>c</i> , Ditto in color, harmonized; <i>d</i> , Applied Design for Surface Decorations; <i>e</i> , Applied Design for the "Round," in wood, stone, metal or clay. Mediums used: 1, pencil; 2, chalk; 3, charcoal; 4, monochrome; 5, color.
<b>Elementary Course.</b>	<b>Advanced Course.</b>	

WALTER SMITH, *State Director of Art-Education.*

**SCHEME OF INSTRUCTION IN DRAWING SUGGESTED FOR GRADED  
PUBLIC SCHOOLS IN MASSACHUSETTS, COMPLYING WITH THE  
ACT OF 1870, CONCERNING INDUSTRIAL DRAWING.**

*Arranged by WALTER SMITH, State Director of Art-Education, Mass.*

SCHOOLS.	Classes.	Time given per week.	No. of Lessons per week.	Length of Lesson.	Drawing on	Taught by
1. Primary Schools,	6, 5, 4,	2 hours,	Four,	30 min.,	Slates, . . .	{ Regular teachers.
2. Primary Schools,	*3, 2, 1,	2 hours,	Four,	30 min.,	{ Paper in blank-books, . . .	{ Regular teachers.
3. Gram'r Schools,	*6, 5, 4,	2 hours,	Three,	40 min.,	{ Paper in blank-books and text-books, . . .	{ Regular teachers.
4. Gram'r Schools,	*3, 2, 1,	2 hours,	Three,	40 min.,	{ Paper in blank-books and text-books, . . .	{ Regular teachers.
5. Latin and High Schools, . {	* Lower classes, .	{ 2 hrs.,	Two,	60 min.,	{ Paper in blank-books and text-books, . . .	{ Regular teachers.
6. Latin and High Schools, . {	* Higher classes, .	{ 2 hr.,	Two,	60 min.,	{ Paper in blank-books and on sheets, . . .	{ Special instructors.
7. Normal Sch'ls, {	* All the classes, .	{ 2 hrs.,	Two,	60 min.,	{ Paper in blank-books, . . .	{ Special instructors.

*Subjects taught, and Order of Lessons for Each Week.*

The figures 1, 2, 3, 4, signify the first, second, third and fourth lesson in each week.

Where two alternative subjects are named, one is to be taken one week, and another the following week.

Reference to a text-book means that whatever drawing-book is in use in the schools shall be drawn from, as a distinct exercise.

- Free-hand outline from cards, charts, and blackboard-lessons, the first copies. Memory-lessons, drawing previous exercises from memory. Definition of plane geometry to be learned by heart, and illustrations drawn. Dictation-lessons of right-line figures and simple curves.

*Order of Lessons.* 1. From cards or charts. 2. From blackboard. 3. Memory and dictation alternately. 4. Geometric definitions.

\* All the classes marked thus (\*) are to draw upon the blackboard when the lesson is suitable to such an exercise; one-third of the class to draw each lesson, so that the whole class will have drawn upon the board every three lessons.

2. The more advanced copies in cards, charts, and blackboard-lessons. Memory and dictation lessons (without illustrations). Object-lessons, illustrated by drawings. Geometric definitions, drawn on a large scale.

*Order of Lessons.* 1. From cards or chart. 2. From blackboard. 3. Memory and dictation alternately. 4. Object-lessons and geometric definitions alternately.

3. Free-hand outlines of ornament and objects, from blackboard. Lessons in text-book. Map-drawing. Memory and dictation lessons. Geometrical exercises,—plane geometry up to 50 problems of constructional figures.

*Order of Lessons.* 1. Objects from blackboard, and drawing from text-book, alternately. 2. Memory-drawing and dictation exercises alternately. 3. Geometrical and map drawing alternately.

4. Free-hand outline drawing, from solid models. Geometrical drawing, up to the end of the course. Design in geometric forms, from the blackboard. Memory-drawing. Map-drawing. Dictation-lessons.

*Order of Lessons.* 1. Model-drawing, from object. 2. Geometrical and memory drawing alternately. 3. Map-drawing and design alternately.

5. Model and object drawing, with exercises in perspective, drawn by the free-hand. Object-lessons, illustrating historical art and architecture. Shading from models and copies. Harmony and mixture of colors. Design from natural foliage.

*Order of Lessons.* 1. Model-shading and object-lessons alternately. 2. Lessons in color, and exercises in design, alternately.

6. Perspective by instruments. Shading in chalk and color, from models, and natural objects and foliage. Design in color and shadow. Projection. Lectures on painting, sculpture and architecture.

*Order of Lessons.* 1. Perspective and projection alternately. 2. Painting or shading, and design, alternately.

7. Object-drawing and design. Ornamental design. Historical lessons. Advanced dictation and memory lessons. Lessons in teaching drawing. Perspective, advanced. Designing blackboard examples.

*Order of Lessons.* 1. Object-drawing and design alternately. 2. Perspective and dictation or memory lessons, alternately. 3. Lessons in teaching drawing occasionally.

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REPORTS OF VISITORS  
OF THE  
NORMAL SCHOOLS.

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# R E P O R T S

## FRAMINGHAM.

The Visitors are happy to report this school to be in its usual satisfactory condition.

The statistics for the year 1872, are as follows :—

Graduates for the winter term, 1871-72,	.	.	.	18
“ “ summer term, 1872,	.	.	.	22
Pupils who left without graduating,	.	.	.	20
Advanced class, winter term, 1872-73,	.	.	.	10
Senior “ “ “ “ “	.	.	.	19
Second “ “ “ “ “	.	.	.	18
Third “ “ “ “ “	.	.	.	15
Fourth “ “ “ “ “	.	.	.	43
<hr/>				
Total,	.	.	.	165
<hr/>				
Number admitted in February,	.	.	.	20
“ “ September,	.	.	.	39
<hr/>				
Total,	.	.	.	59
Average age of those admitted in February,	.	.	19.4 yrs.	
“ “ “ “ September,	.	.	17.6 “	

The States represented are : Maine, 1 ; New Hampshire, 12 ; New York, 6 ; Vermont, 1 ; Rhode Island, 1 ; New Jersey, 1 ; Massachusetts, 143.

The counties represented are : Middlesex, 75 ; Worcester, 46 ; Norfolk, 13 ; Suffolk, 4 ; Franklin, 3 ; Bristol and Hampshire, each 1.

The towns represented are : Framingham, 18 ; Marlborough, 10 ; Milford, 9 ; Newton, 7 ; Natick and Needham, each 6 ; Westborough, 5 ; Acton, Southborough and Worcester, each 4 ; Chelmsford, Franklin, Medway, Northborough, Stoneham and Winchendon, each 3 ; Boston, Chelsea, Dover, Grafton, Holliston, Hopkinton, Lancaster, Orange, Pepperell and Upton, each 2 ; Auburn, Barre, Berlin, Brookfield, Charlestown, Concord, Douglas, Fitchburg, Holyoke, Leominster, Millbury, Milton, Medfield, Mendon, Maynard, New Salem, Paxton, Petersham, Somerville, Sudbury, Sherborn, Sterling, Taunton, Templeton, Tyngsborough, Uxbridge, Wayland, Walpole, Westminster, West Roxbury, Watertown and Waltham, each 1.

The occupations of the fathers of the pupils are as follows : Farmers, 45 ; mechanics, 37 ; manufacturers and shoe-manufacturers, each 11 ; merchants, 9 ; ministers and traders, each 7 ; physicians, 5 ; millers, miners, lawyers, book-keepers, architects, sea-captains, dentists, county commissioners, each 2 ; mill-operative, tailor, soldier, pedler, policeman, telegraph-operator, butcher, cloth-inspector, conveyancer, artist, printer, baker, agent, gardener, banker, musician and surveyor, each 1.

Lectures have been given during the year by Hon. Emory Washburn, Hon. D. H. Mason, Rev. L. R. Eastman, Jr., and Rev. Mr. Parsons.

The instruction in drawing has been under the direction of Prof. Smith, who has occasionally visited the school ; the lessons being given daily by Miss Emily P. Hastings, a graduate of the previous year, an earnest and successful teacher of great promise. By her death, occurring in October, the school has sustained a serious loss. Since that time the drawing has been conducted by young ladies of the school.

Miss Hyde, the teacher in literature, being yet unable to return to school, the work of her department has been divided among the other teachers, until, in October, it was found necessary to secure some additional assistance, and Miss Sarah P. Newman, a lady especially fitted for the work, has had the senior class in literature since that time. Rev. L. R. Eastman, Jr., has taught the advanced class in Greek, which has proved a very fortunate and happy arrangement. The other teachers are the same as for the previous year. The drawing-room has been completed and fitted with tables, and furnished with casts,

and proves to be admirably adapted for the work. The sum of money appropriated for general purposes, with the hope that quite a portion might be expended for apparatus very much needed in school-work, has proved insufficient, and there is still urgent need of more apparatus. New furniture is much needed in the recitation-rooms, no additions having been made for more than twelve years.

Within two years the graduates of the school have contributed a sum of money for the purchase of casts to adorn the main hall. Before the casts can be set up, it will be necessary to have the walls, which are patched and discolored, suitably painted. During the year the grounds have been much improved, and needed repairs made on the school-building. Considerable further outlays should be made the coming year in the same direction.

The growth of the school is retarded by the limited accommodations of the boarding-building. The question of enlargement is one which must soon be seriously considered by the Board.

HENRY CHAPIN,  
C. C. ESTY,  
*Visitors.*



## SALEM.

The Board of Visitors of the Salem Normal School are happy to report the school in a highly satisfactory condition. The vigilance and persistent industry of its excellent Principal, D. B. Hagar, Ph.D., with his faithful corps of assistants, have given the school a strong hold upon the public confidence, and have steadily increased its usefulness. Its numbers during the past year have been larger than ever before, and the high character of its annual and semi-annual examinations and graduating exercises has given most gratifying evidence of the thoroughness in instruction and of efficiency every way in the administration of its affairs.

The statistics for the year 1872, were as follows:—

1. The whole number of pupils since the opening of the school, September 13, 1854, is 1,557.

The number connected with the school during the first term of the year, 170; during the second term, 173; number of different pupils during the year, 236.

Number admitted February 13, 1872, 45; average age 18.25 years. Number admitted August 30, 1872, 62; average age, 17.82 years.

2. Of the 107 pupils admitted during the year, Salem sent 24; Lowell, 12; Lynn and Newburyport, 5 each; Gloucester, 4; Swampscott, 3; Beverly, East Somerville, North Reading and Tyngsborough, 2 each; Andover, Ashburnham, Brimfield, Cambridgeport, Charlestown, East Salisbury, Freetown, Hamilton, Ipswich, Lanesville, Lawrence, Lynnfield, Malden, Mansfield, Maplewood, Marblehead, Nantucket, Natick, Peabody, Pepperell, Reading, Rockport, Somerville, Wakefield, West Amesbury and West Peabody, 1 each. The State of New Hampshire sent 17; Maine, 2; the District of Columbia, 1.

Of the 236 pupils connected with the school during the year, Essex County sent 134; Middlesex, 51; Suffolk, 7; Bristol, 4; Worcester, 3; Nantucket, 2; Hampden, 1; Norfolk, 1; Plymouth, 1. The State of Maine sent 3; New Hampshire, 23; Vermont, 1; New York, 2; New Jersey, 1; Pennsylvania, 1; the District of Columbia, 1.

3. The fathers of the pupils admitted during the year, are, by occupation, as follows: Farmers, 24; sea-captains, 7; carpenters and shoemakers, 5 each; grocers, mechanics, painters and stone-cutters, 3 each; flour-merchants, lumber-dealers, machinists, masons, mill-operatives and shoe-dealers, 2 each; accountant, agent of isinglass company, author, blacksmith, book-keeper, broker, butcher, carriage-builder, channeller, clergyman, clerk in the treasury-department, confectioner, cooper, engineer, engraver, fisherman, foreman in a shoe-manufactory, gardener, inspector of customs, keeper of billiard-hall, laborer, livery-stable keeper, master-mechanic, morocco-dresser, mover of buildings, oil-merchant, overseer of a card-room, overseer of city water-works, physician, proprietor of a line of coaches, provision-dealer, real-estate agent, seaman, ship-builder, shoe-cutter, shoe-manufacturer, stone-mason, stove-dealer, superintendent of a cemetery, tanner, teamster and treasurer of a gas company, 1 each.

4. Of the class admitted in February, 11 had taught school; of the class admitted in August, 14 had taught school; total, 25.

5. Number graduated, January 16: from the regular course, 17; and from the advanced course, 2; number graduated, July 2: from the regular course, 34; and from the advanced course, 1.

Whole number of graduates of the school (34 classes), 711.

6. Number of pupils connected with the several classes during the first term of the year: advanced class, 8; class A, (senior,) 37; class B, 27; class C, 52; class D, 46.

Number of pupils during the second term: advanced class, 14; class A, 20; class B, 39; class C, 37; class D, 63.

7. Thirty-seven pupils have received state aid during the year, and twenty-six have received aid from the income of the Bowditch Fund.

8. During the year, 14 volumes have been added to the general library, 11 by purchase and 3 by gift; and to the textbook library, 392.

The growing numbers of the school and its convenience and usefulness in several respects require that the rooms of the third story of its excellent school-building shall be finished. It will be remembered by the Board that these were left incomplete when the building was enlarged, in consequence of the inade-

quateness of the appropriation. One of the rooms, notwithstanding their rough condition, is in use for a text-book room; but being without means of heating it is unsuitable for cold weather. The other rooms are greatly needed as work-rooms and for other purposes.

The members of the school, with wise regard to its needs, have raised nearly money enough to purchase a telescope, of sufficient size for the purposes of the school, which it is proposed to place in a small room in the tower of the building, making it necessary to finish that room also.

The appropriation requisite for these several purposes, including book-cases, blinds, &c., after a careful estimate, is thought to be about one thousand dollars. The Visitors, therefore, recommend that the Board request of the legislature the appropriation of such a sum for these objects, confident that the great usefulness of the school entirely justifies the outlay.

A. A. MINER,  
PHILLIPS BROOKS,  
*Visitors.*

## BRIDGEWATER.

The condition of the school during the past year has been quite satisfactory. The attendance was larger than that of the preceding year. The boarding-hall has been successfully carried on. The enlargement of the school-building, which was completed about a year ago, has greatly increased the facilities for instruction. During the summer vacation the school-building was further improved by the introduction of a complete steam-heating and ventilating apparatus. For this purpose a fire-proof boiler-house was constructed in the embankment at the south-east corner of the school-building. The steam-apparatus was furnished and put in in the most thorough and workmanlike manner, at a moderate price, by Messrs. George W. Walker & Co., of Boston. The whole job was superintended by the Principal, who devoted to it much of the summer vacation. By his judicious management the expenditure for this important improvement was kept within the sum of \$6,000, which was appropriated for this purpose by the legislature.

Mr. Boyden has managed the affairs of the school as Principal with his accustomed fidelity, discretion and success, and he reports that his "associates are able and faithful, and deserve the highest commendation for their devotion." Such commendation the Visitors believe to be due both to Principal and assistants. No corps of teachers ever worked more harmoniously for the good of the pupils under their charge. The teaching staff, which has not changed during the past year is as follows: A. G. Boyden, Principal, G. H. Martin, I. H. Kermayer, B. B. Russell, E. B. Woodward, M. H. Leonard, C. A. Armes and M. A. Currier.

The pupils are happy and earnest in their work, appreciating and endeavoring to profit by the advantages which they enjoy. The advanced classes are not yet large, but they are successfully prosecuting their course of study. The advanced course of study is becoming each year more attractive to the students, and is producing a beneficial influence on the whole school. One of the young men who graduated in the advanced course at

the end of the last term, Mr. J. Martin Dill, although yet quite youthful for such a situation, has just been appointed usher in one of the Grammar Schools of Boston, after successfully sustaining an examination with twenty competitors, some of whom were respectable graduates of the best New England colleges.

It is believed that the school is every year approaching near to the true standard of what a Normal School should be. While it aims to impart knowledge with thoroughness, it places a greater value upon *right training*. It tries to send out teachers who shall love and respect their profession, and who shall be capable of independent thought and action, and capable of judiciously adapting their plans and efforts to the varying circumstances in which they may be placed.

The statistics of the school for the year 1872, are as follows:—

Number of pupils admitted during the year: gentlemen, 18; ladies, 64; total, 82.

Average age on admission: gentlemen, 19.8 years; ladies, 18.5 years; general average, 18.8 years.

Number who had previously taught: gentlemen, 5; ladies, 23; total, 28.

Number in attendance, spring term: gentlemen, 32; ladies, 117; total, 149. Fall term: gentlemen, 28; ladies, 111; total, 139.

Whole number in attendance during the year: gentlemen, 40; ladies, 157; total, 197. Increase over last year, 18.

Number of graduates for the year, from the first course: gentlemen, 12; ladies, 37; total, 49. From advanced course: gentlemen, 2.

Number who have received state aid: gentlemen, 12; ladies, 28; total, 40.

Number admitted since the beginning of the school, 1,997.

Number graduated since the beginning of the school, 1,196.

Of the 82 pupils admitted in 1872, Bridgewater sent 10; New Bedford, 6; Randolph, 5; Freetown, 4; Abington, Chatham, Middleborough, Plymouth, 3 each; Boston, Braintree, Provincetown, Scituate, South Scituate, West Bridgewater, 2 each; Attleborough, Barnstable, Brookfield, Easton,

East Bridgewater, Falmouth, Haverhill, Kingston, Malden, Medway, Newton, North Bridgewater, Pembroke, Petersham, Quincy, Reading, Rehoboth, Revere, Sandwich, Sherborn, Somerset, Taunton, Tyngsborough, Wareham, Warwick, Wilmington, 1 each; Barnstead, N. H., Barrington, Deerfield, Epsom, Fishersville, Kingston, 1 each; Tiverton, R. I., 1.

The occupations of their fathers have been given as follows:—

Farmers, 24; mechanics, 10; merchants, 7; clergymen, painters, shoemakers, traders, 3 each; laborers, manufacturers, physicians, sea-captains, 2 each; carpenter, printer, architect, stable-keeper, marble-worker, mason, pattern-maker, miller, wheelwright, collector of customs, broker, wood-dealer, butcher, seaman, jeweller, agent, 1 each; unknown, 5.

Of the 197 pupils in attendance during the year, Plymouth County sent 73; Bristol, 30; Norfolk, 18; Barnstable 15; Worcester, 12; Middlesex, 11, Suffolk, 7; Essex and Franklin, 3 each. The State of New Hampshire sent 16; Maine, 3; Vermont, 2; Pennsylvania, Texas, Rhode Island and Connecticut, 1 each.

Eight of the United States, nine counties and sixty-two towns of this State, have been represented by the pupils during the year.

"We are often asked," says the Principal, "How many of the pupils who attend the Normal School teach, and how long do they teach? We are gathering definite information of all the past members of the school, as fast as we can obtain it. The class which entered the school in March, 1851, numbered thirty-four. Five of this number did not teach. The aggregate number of years taught by the members of this class to August, 1872, is 250, making an average of seven and one-third years each for the entire class. We speak of the whole class as they entered the school; several did not graduate, as is the case with every class. Six of the class are now professional teachers. One of the six is the only lady Principal of a Grammar School in the city of Boston. The number of graduates of the school, who fail to teach, is very small indeed."

Interesting and valuable addresses have been given to the school by G. G. Hubbard, Esq., of the Board of Visitors, and His Excellency Governor Washburn. Lectures and practi-

cal lessons on drawing have been given each term by Walter Smith, Esq., State Director of Art-Education, with great benefit to the school.

As to the present wants of the school, the Visitors beg to submit the following statement of the Principal :—

“The boarding-hall is more popular than ever. The last entering class included 37 young ladies, only five of whom could be received into the hall for want of room, and some young ladies who had made application, did not come to the school because they could not have board in the hall. The same reasons for the enlargement of the hall, which were so strongly pressed upon the attention of the Board of Visitors last year, are again urged with increasing earnestness for consideration. The necessity is very urgent. Nothing else has contributed so much to increase the size, health, happiness and vigor of the school as this boarding-hall, and nothing but its enlargement will enable us to add to its power in these particulars. I have plans for the enlargement nearly ready for an estimate from the builders, which I hope soon to be able to present to you for examination. I do most earnestly urge upon the attention of the Board, the importance of making this enlargement the present year.

“I would also renew the application for an appropriation for a new fence around the school-grounds. The present fence is partly of iron, partly of wood. The wooden fence is decayed at the base, the grade of part of the grounds has been changed since the fence was erected, and a new fence of uniform material is much needed to put the grounds in proper condition. The town is also waiting for the action of the Board in this matter so as to fence the adjoining town-school lot, in reference to our lot. I would recommend either an iron fence, or a wooden one around the entire lot. The stone posts which now encircle the lot and support the present fence might be encased, forming wooden posts, and rails and uprights of a suitable pattern added, thus making a handsome wooden fence at less expense than an iron fence could be erected. The enlargement of the hall would change the grade of the rear of the lot somewhat, and the fence and enlargement should come together.

"I would again call your attention to the proposition of the selectmen of the town in relation to the building of a reservoir near our building for better protection against fire. It seems to me wise to secure this aid in protecting our property."

These recommendations seem to be wise and proper, and the Visitors request the Board to take the necessary steps for carrying them into effect.

This is the third time that the request for the enlargement of the boarding-hall has been brought to the attention of the Board. Last year the request was so far sanctioned by the Board as to allow it to go to the Committee on Education, but with the understanding that it should not prejudice the request for a boarding-house for the Westfield School. The committee recommended to the legislature and secured provision for the latter, only thinking both projects too much to undertake in one year. This year it is hoped that the moderate request of Bridgewater will at length receive the favorable consideration both of the Board and the legislature.

JOHN D. PHILBRICK.



## WESTFIELD.

The statistics of this school are as follows :—

The whole number in attendance during the year, is: ladies, 141; gentlemen, 21; whole number, 162.

Of this number there were furnished by different counties, as follows :—

Hampden County, 65; Franklin, 25; Hampshire, 19; Worcester, 16; Berkshire, 13; Middlesex, 1; Suffolk, 1. The State of Connecticut, 6; New York, 4; New Hampshire, 3; Vermont, 2; Rhode Island, 2; New Brunswick, 1; Wisconsin, 1; Pennsylvania, 1; North Carolina, 1; Ohio, 1; total, 162.

Graduates, fall and winter term, 1871-72—

Ladies,	.	.	.	.	.	.	.	12
Gentlemen,	.	.	.	.	.	.	.	3
Total,	.	.	.	.	.	.	—	15

Spring and summer term—

Ladies,	.	.	.	.	.	.	22
Gentlemen,	.	.	.	.	.	.	4
Total,	.	.	.	.	.	—	26

Whole number of graduates for the year—

Ladies,	.	.	.	.	.	.	34
Gentlemen,	.	.	.	.	.	.	7
Total,	.	.	.	.	.	—	41

Number in entering classes, fall and winter term, 1871-72—

Ladies,	.	.	.	.	.	.	.	53
Gentlemen,	.	.	.	.	.	.	.	5
Total,	.	.	.	.	.	.	—	58

Spring and summer term—

Ladies,	.	.	.	.	.	.	.	19
Gentlemen,	.	.	.	.	.	.	.	4
Total,	.	.	.	.	.	.	—	23

Whole number in entering classes for the year—

Ladies,	.	.	.	.	.	.	.	72
Gentlemen,	.	.	.	.	.	.	.	9
Total,	.	.	.	.	.	.	—	81

Average age of entering classes—

Ladies,	.	.	.	.	.	.	18 yrs. 11 mos.
Gentlemen,	.	.	.	.	.	.	20 yrs. 6 mos.
General average,	.	.	.	.	.	.	19 yrs. 1 mo.

Occupation of parents: farmers, 41; mechanics, 16; merchants, 7; manufacturers, 5; clergymen, 3; book-keepers, 2; agents, 2; overseer, 1; railroad conductor, 1; truckman, 1.

Number of those who receive state aid, fall and winter term, 1871-72—

Ladies,	.	.	.	.	.	.	.	54
Gentlemen,	.	.	.	.	.	.	.	8
Total,	.	.	.	.	.	.	—	62

Spring and summer term—

Ladies,	.	.	.	.	.	.	.	48
Gentlemen,	.	.	.	.	.	.	.	5
Total,	.	.	.	.	.	.	—	53

Whole number,	.	.	.	.	.	.	115
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The Visitors regret to announce, that Rev. Dr. Seelye, of Easthampton, has been constrained by the pressure of professional duties, to resign the position which, for a number of years, he has so ably and acceptably filled. Mr. Edward B. Gillett, of Westfield, has been his successor.

Valuable additions have been made to the Cabinet during the present year, by the generous and thoughtful gifts of friends. Hon. H. L. Dawes has presented a large and rare collection of minerals, a gift which is most gratefully appreciated by the school.

Our legislature of last winter appropriated seventy-five thousand dollars (\$75,000) for the erection of a boarding-house, which has long been a desideratum in connection with this

school, and from which the most desirable results are confidently expected. It will probably be in readiness for occupation at the beginning of the fall term of the ensuing year, and will furnish pupils more commodious and wholesome accommodations, and at largely reduced prices. The achievement of this building is matter of especial congratulation to the friends of the institution.

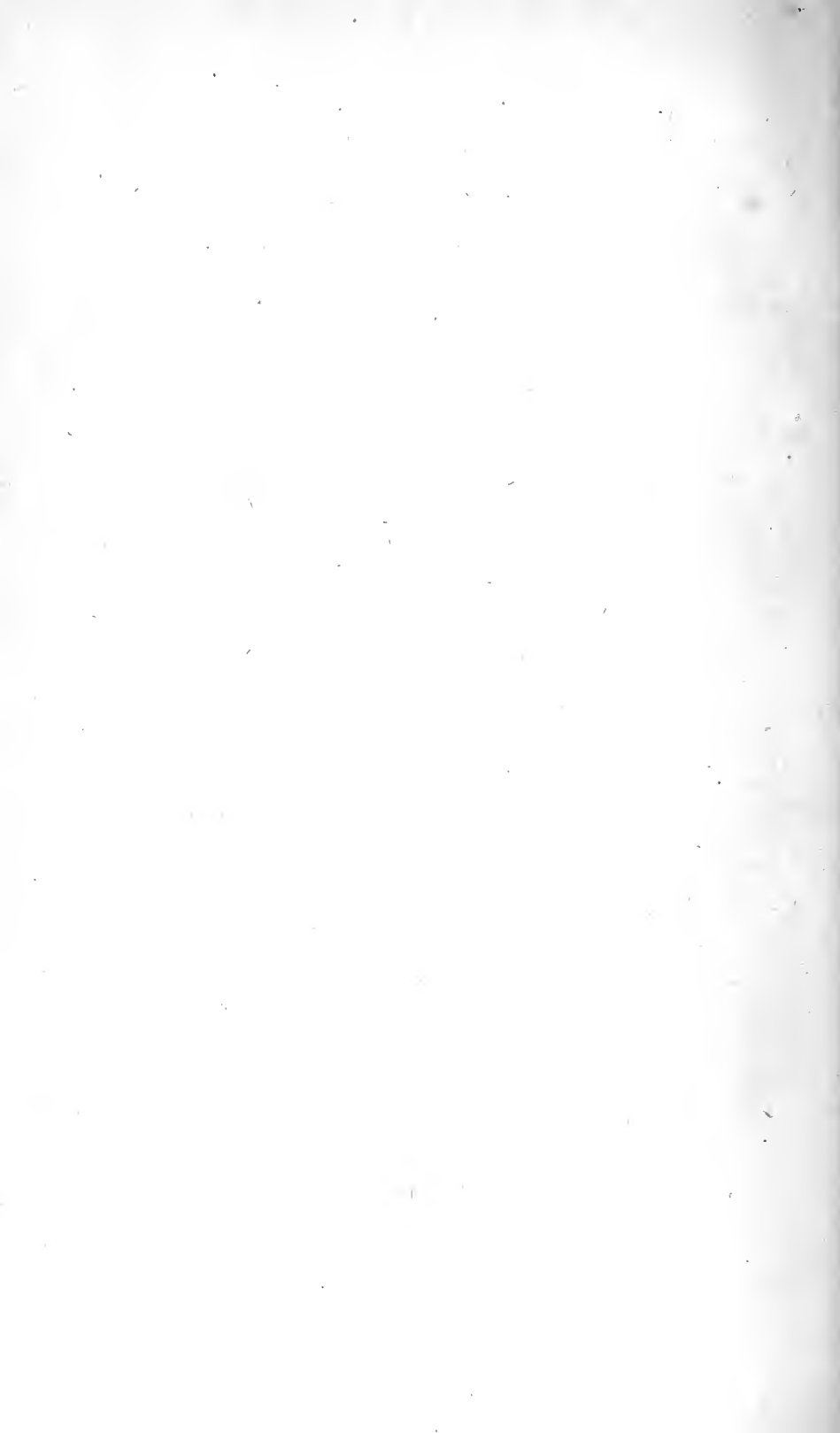
It became absolutely necessary, in order to secure room for the safe-keeping of the valuable specimens of art lately received, and to furnish tolerable facilities for instruction in drawing and kindred arts, to make thorough alterations and repairs in one of the rooms of the Normal building. This your Committee has done, with the concurrence of the Secretary of the Board, and under the direction of Mr. Walter Smith, the Art-Director of the State, and has incurred an expense of six hundred and seven dollars and sixteen cents (\$607.16) and ask for your recommendation to the legislature that such sum be appropriated to meet the expense.

The advanced course of instruction has been taken by fourteen pupils, who had previously graduated, thereby enabling them to respond to the increasing demand which is made for teachers in High Schools and Training Schools.

We felicitate the Board upon the present prosperity of the school and its able management in all its departments, and for the assured promise it gives for future and constantly increasing usefulness.

EDW. B. GILLETT,  
WILLIAM RICE,

*Visitors.*



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# TREASURER'S REPORT.

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Salem School— D. B. Hagar, Principal, salary, Assistants' salaries, Janitor, Fuel, Furniture and Repairs, Apparatus, Reinsurance,	\$3,000 00			
	6,595 28			
	220 00			
	485 50			
	489 02			
	15 80			
	335 00		\$11,140 60	
			\$45,721 81	
			461 52	
Balance of Approp'n in State Treas'y,			\$46,183 33	

## APPROPRIATIONS FOR STATE AID.

	1872.	1872.	Appropriation,	
1872. June 29, July 2, 2, 4,	Treasurer's Check— To A. G. Boyden, Bridgew'r School, D. B. Hagar, Salem School, J. W. Dickinson, Westfield School, A. E. Johnson, Fram'gham School,	\$500 00 500 00 500 00 500 00	\$2,000 00	\$4,000 00
1873. Jan. 13, 13, 18, 18,	D. B. Hagar, Salem School, J. W. Dickinson, Westfield School, A. G. Boyden, Bridgew'r School, A. E. Johnson, Fram'gham School,	\$500 00 500 00 500 00 500 00	2,000 00	\$4,000 00

*Statement of Expenditures for Normal Schools, &c.—Continued.*

INCOME OF THE TODD FUND, 1872.

1872. Oct. 4,	Draft to order D. Brucciana, London, for Art-models for Normal Schools, . . . . .	<div>\$554 58</div> <div>169 07</div> <hr/> <div>.</div>	1872. Oct. 4,	Rec'd from State Treasurer, .	\$641 00
Dec. 4,	Paid E. Snow for freight and duties, . . . . . Balance, . . . . .	<div>\$723 65</div> <div>15 85</div> <hr/> <div>\$739 50</div>	1873. Jan. 30,	" " "	98 50
					\$739 50

BRIDGEWATER NORMAL SCHOOL.—*Steam-Heating Apparatus.*

1872.	Treasurer's Check— To A. G. Boyden, for sundry bills, .	\$6,000 00	1872.	Appropriation, . . . .	\$6,000 00
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FRAMMINGHAM NORMAL SCHOOL.—*For Improving Grounds, Finishing Room, &c.*

1872. Aug. 6,	Treasurer's check for bills of— Stiekney & Holmes, . . . . . Hickey & Johnson, . . . . . C. W. Smith, . . . . . H. L. Sawyer, . . . . . E. Hemenway, . . . . .	<div>\$278 75</div> <div>159 53</div> <div>56 01</div> <div>47 87</div> <div>50 31</div> <hr/> <div>\$120 00</div> <div>479 79</div>	1872.	Appropriation, . . . .	\$2,600 00
Sept. 28,	Payson & Cutter, . . . . . P. G. Rice, . . . . .	<div>\$592 47</div> <hr/> <div>\$120 00</div> <div>479 79</div>			





*Statement of Expenditures for Normal Schools, &c.—Concluded.*

INSURANCE ON NORMAL SCHOOL BUILDINGS, 1872.

1872.	Treasurer's check—	1872.	1872.
June 1,	For insurance at Framingham,	\$330 00	Appropriation, . . .
July 12,	Salem, . . .	155 00	Charged to Appropriations
Dec. 4,	reinsurance at Bridgewater,	160 00	for Normal Schools, . . .
	Westfield, . . .	115 00	
1873.			
Jan. —,	Framingham, . . .	482 50	
Feb. —,	Salem, . . .	175 00	
Feb. —,	Salem, . . .	160 00	
		\$1,577 50	\$1,577 50

APPROPRIATIONS FOR SPECIAL AGENTS, 1872.

1872.	Treasurer's checks to—	1872.	1872.
	Walter Smith, Art Director, salary	\$1,742 99	Drawn on Auditor's warrants,
	and expenses to Oct. 1, . . .		
	Benj. Meek, services and expenses	706 90	
	to June 12, . . .		
	Wm. T. Meek, services and expenses	360 69	
	to Dec. 26, . . .		
	Geo. A. Walton, salary and expenses	1,882 16	
	for one year, to Dec. 9, . . .	7 50	
Mar. 19,	Incidentals, Drawing department, .	325 00	
June 13,	Art exhibition, rent of hall, . . .	188 32	
	labor, advertising, &c., . . .	49 00	
Dec. 4,	J. L. Ross, chests for art models, .	\$5,262 56	\$5,262 56

J. WHITE, *Treasurer.*

CHAS. ENDICOTT, *Auditor.*

Examined and found correct.

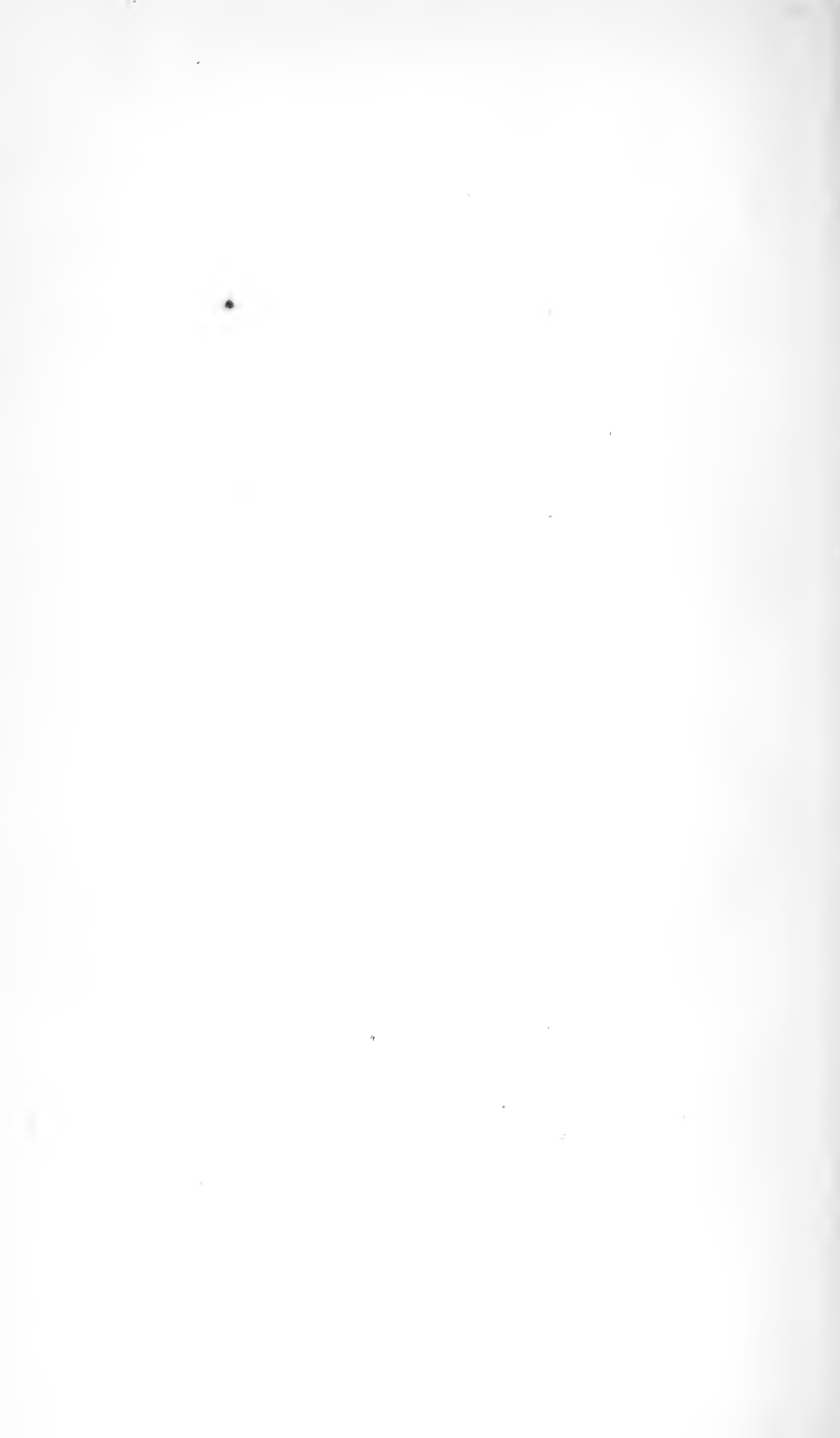
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SPECIAL AGENT'S REPORT.

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## REPORT.

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*Gentlemen of the Board of Education :—*

I entered upon the duties of the office of Special Agent of the Board for the towns west of the Connecticut River, December 11th, 1872. I was re-appointed in the following April, with instructions to visit the towns in the four western counties. Immediately after my first appointment, a circular letter, prepared by the Secretary of the Board, was directed to the school committees of all the towns west of the river, notifying them that I had been appointed by the Board to visit the towns, "to inquire into the condition of the schools, confer with teachers and committees, lecture upon subjects connected with education, &c."

In pursuance of the above objects I have visited 368 schools in seventy-three towns, principally on the west side of the river. I am able to report that a few of these towns are generally provided with school-houses which are models of taste and fitness; they are well situated, have ample yards, one for boys and one for girls, properly enclosed and separated by fences; they are furnished with modern desks, and supplied with apparatus for illustrating science in its various departments. In a few others the schools are supplied with some of the more common appliances necessary for teaching a good school. But the larger number of the schools are kept in houses either badly located, incommodious, poorly furnished, inadequately lighted, or without proper means of ventilation; they are without clock or thermometer, without globe or numeral frame, without suitable blackboards, chalk, erasers, or indexes. In one instance (in only one I am happy to say), I visited a school which had "never had a blackboard, or a teacher, who had asked for one," as the prudential committee informed me. In several instances, the condition of the boards and the quality of the chalk have been

such as to compel me to resort to the floor for illustrating topics in arithmetic, geography, &c.

In many essentials which pertain to the *keeping* of the schools, I find much to approve; the teachers are faithful and devoted; the pupils manifest a desire to profit by the provision made for their schooling; they are reasonably punctual in attendance in most cases; they are generally studious, and they readily conform to the wishes of the teacher. But I am constrained to speak with less commendation of the *teaching* of the schools. If "teaching consists," as has been well said, "in presenting the *occasion* for the right activity of the mind," I fear little can be said for the processes at present pursued to a great extent in many of the schools; they are chiefly limited to a routine of questions read by the teacher from the book, and of answers committed to memory by the pupils. This, so far as I have been able to observe, is true of geography, of history and of grammar, and to a considerable extent of arithmetic. In the smaller ungraded schools, spelling occupies about one-fifth of the time, and is chiefly oral; reading, which with all the lower classes is but little more than an exercise in spelling, occupies full one-third of the time; but little attention is given to penmanship; I not unfrequently find pupils of eight or ten years of age, regular attendants upon the schools, who cannot write at all. Slate exercises involving the construction of sentences in the script hand, now so common in the graded schools, are comparatively unknown in the district schools which I have visited.

There are many exceptions to the above remarks with respect to teaching and poor buildings, especially in the larger towns and in those where the district system does not exist; in many of these, the schools, with the thorough and efficient supervision to which they are subjected, stand in the front rank of the schools of the Commonwealth. And I take great pleasure in stating in this connection, that I find the Normal graduates quite uniformly pursuing natural methods of teaching, and this with eminent success.

In 290 of the 368 schools visited, I have taught one or more topics, in illustration of what I deem a right method of teaching. I have chosen to commend a right method by example, rather than to depend upon suggestion merely. I have not,

however, hesitated to make suggestions most freely to both committees and teachers. In a large majority of the schools, I have made brief addresses to the children. I am happy to say my teachings and my suggestions have been received in the most kindly spirit by the teachers and by the pupils.

In my visits to the schools I have been, in almost every instance, accompanied by one or more members of the school committee; this, for its effect upon the teacher and upon the school, I deem to be quite an important element in the probable result of my labors for improving the methods of teaching. That I might secure this aid, I have with few exceptions, given notice of my intended visit a week or more in advance. Had it been my object to discover the defects of the schools, I should doubtless have pursued a different course.

My thanks are especially due to the members of school committees for the consideration and courtesy with which I have everywhere been met, and for the facility which their kind attentions have given to my efforts.

In addition to the work above indicated, I have held meetings of teachers for a half day, more or less, to illustrate and enforce methods of teaching, and have given evening lectures to teachers and citizens, amounting in all to a total of fifty-six. The lectures have generally been given in the smaller towns, to audiences averaging about eighty or ninety persons. The interest manifested in the improved methods of teaching on the part of the committees and of the people generally, is a most gratifying indication of what might be expected from all the schools under a more effective and intelligent system of supervision, and with a more just and equal distribution of the taxes of the State for the education of the children throughout the State.

It may be proper to state that for two of the autumn months, my time was occupied in teaching in the Teachers' Institutes.

GEO. A. WALTON,  
*Special Agent for Western Counties.*

WESTFIELD, January, 1873.





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REPORT

OF

THE GENERAL AGENT,

ON

I. THE CONDITION OF THE PUBLIC SCHOOL-HOUSES  
THROUGHOUT THE COMMONWEALTH;

AND

II. GIVING PLANS AND DESCRIPTIONS OF PUBLIC  
SCHOOL-HOUSES, SUITABLE FOR OUR COUNTRY  
TOWNS AND VILLAGES.

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# REPORT.

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*Gentlemen of the Board of Education:—*

In compliance with your vote directing me “to report to the Board on the condition of the school-houses in the Commonwealth; and also to make a report containing plans and descriptions of school-houses suitable for country towns and villages,” I respectfully submit the following:—

The subject you have assigned me is a broad one, and the materials gathered by me in my visitation of the towns in the State during the nearly six years of my agency of your Board are so abundant, that I could easily make a very full and voluminous report of the condition of the school-houses throughout the Commonwealth. I have prepared a Report in regard to all the towns in three of the counties, but am deterred from continuing it, or even using it so far as prepared, by your wish that my Report shall be embraced within as narrow limits as is consistent with the object contemplated by your vote. This I understand to be to show to the public what progress has been made, and is making, in the improvement of school-houses throughout the Commonwealth, and to aid in the furtherance of this great object by furnishing plans and descriptions of model buildings, adapted to the wants of such towns and villages as look to you for such aid.

With this object in view, I shall make a twofold division of my Report, and shall first speak of,—

## I.—THE CONDITION OF THE SCHOOL-HOUSES IN THE COMMONWEALTH.

The improvement of the school-buildings has always occupied the attention of the Board and its executive officers, for they have felt that without such improvement, any efforts to make the schools themselves better, would be comparatively unavail-

ing. In 1837, when the Board was established, the condition of the public school-houses throughout the State, taken as a whole, was disgraceful, and for years had been growing worse and worse. Upon churches, court-houses and jails, houses and stables and other buildings, public and private, money had been freely expended to secure comfort, neatness and even elegance. The school-houses alone were neglected, and "suffered to go where age and the elements would carry them." Not one-third part of the public school-houses in Massachusetts were considered tenantable by any decent family, out of the poorhouse, or in it. That we still have, as I shall subsequently show, in some parts of the State, buildings of this description, used for school purposes, should stimulate the friends of education to increased efforts to remedy so great an evil.

When Mr. Mann entered upon his duties as the first secretary of your Board, the deplorable condition of the school-houses attracted his attention, and his earliest and most earnest efforts were directed to their improvement. The "Supplement" to his first annual report was devoted to this subject, and was instrumental in awakening an interest, which, strengthened by his own earnest and persistent efforts in this direction, and by those of his successors and their associates, has culminated in the present greatly improved condition of the school-buildings in our own State, and in others that have been stimulated by our example.

It may be interesting to trace the development of this interest, so far as it can be inferred from occasional statistical returns made to your Board, of the amount expended for erecting and repairing public school-houses in our State, and their estimated value, from the year 1838, when the value of all the 3,000 school-houses in the State was reckoned at about *half a million of dollars*, to the present time when their value is estimated at *more than seventeen and a half million dollars*.

Mr. Mann, in his tenth annual report, in 1847, says: "During the five years immediately succeeding the report made by the Board of Education to the legislature, on the subject of school-houses, the sums expended for the erection or repair of this class of buildings fell but little short of *seven hundred thousand dollars*. Since that time, from the best information obtained, I suppose the sum expended on this one item to be

about *one hundred and fifty thousand dollars annually*. Every year adds some new improvement to the construction and arrangement of these edifices."

In his twelfth report, in 1849, he states the estimated value of the school-houses to be \$2,750,000, and says that "at least \$2,250,000 of this sum have been raised and expended since the report on school-houses, and school-architecture, made by the Board to the legislature in 1838," from which it appears that their value at that time was, as I have stated above, only \$500,000. Two school-buildings have been quite recently erected which have cost as much as the entire valuation of the 3,000 school-houses in the State thirty-five years ago, viz., the Girls' High School in Boston, which has cost over \$300,000, and the Worcester High School, about \$200,000. And it has been proposed to erect a building for the Latin and English High School for Boys, in Boston, which, including every expense, shall cost more than a million dollars.

I present in tabular form all that I can glean from the returns made to this Board bearing upon this subject.

YEARS.	Estimated value of Public Sch'l-houses in Massachusetts.	PAID FOR ERECTING AND REPAIRING PUBLIC SCHOOL-HOUSES.		
		Erecting.	Repairing.	Total.
1849, . . .	\$2,750,000	-	-	-
1855, . . .	-	-	-	\$588,213
1867, . . .	9,603,674	-	-	1,495,573*
1868, . . .	-	\$1,037,338	\$257,975	1,295,313
1869, . . .	-	1,453,307	315,411	1,768,718
1870, . . .	13,612,571	1,712,074	346,779	2,058,853
1871, . . .	-	1,328,268	402,528	1,730,796

\* Number of School-houses, 3,350.

The following is a tabular statement of the value of all the public school-houses in the several *counties* in the State, in January, 1870, and the amount expended in 1870 and 1871, for erecting and repairing such buildings. No later information on this subject has been reported.

COUNTIES.	Valuation of the Counties in 1871.	No. of Schools in 1871-2.	Estimated value of School- houses, January, 1870.	Amount paid in 1870 and 1871 for erecting and repairing Sch'l- houses.
Barnstable, . . .	\$13,839,612	176	\$166,035	\$49,934
Berkshire, . . .	38,746,155	326	404,283	94,944
Bristol, . . .	86,241,440	346	556,219	263,129
Dukes, . . .	2,331,883	22	14,100	1,418
Essex, . . .	141,015,586	591	1,526,303	403,480
Franklin, . . .	14,838,594	234	114,984	40,456
Hampden, . . .	55,358,654	346	714,386	176,912
Hampshire, . . .	25,504,050	273	361,820	95,482
Middlesex, . . .	251,556,838	866	2,776,366	993,050
Nantucket, . . .	1,822,428	11	40,000	2,300
Norfolk, . . .	85,762,867	383	885,362	194,903
Plymouth, . . .	30,751,063	313	343,134	147,793
Suffolk, . . .	627,676,574	441	4,556,303	861,902
Worcester, . . .	121,905,942	865	1,310,774	463,950
Total, . . .	\$1,497,351,686	5,193	\$13,770,069	\$3,789,649
Estimated value, January, 1870, . . . . .				13,770,069
Estimated value, January, 1872, . . . . .				\$17,559,718

No returns have yet been received of the amount paid in 1872 for erecting and repairing school-houses, but it probably was fully equal to the average for the two preceding years, which is \$1,894,824.

The above is certainly a very gratifying exhibit of the progress made in a little more than thirty years in the improvement of school-houses throughout the State, with which the interests of education are so intimately connected. In nearly all our cities, in the great majority of our larger towns, and with rare exceptions in all the towns of a few counties, the school-houses are in the highest degree creditable to the enlightened liberality of the citizens, who have voluntarily taxed themselves for such purposes. Many of these edifices in some of our leading cities are not inaptly styled "palatial." Perhaps the tendency in some places is to an unnecessary extravagance in this direction. I do not think, however, that this is true of school-edifices, more than of church-edifices and private residences. And why should not the school-house in its architecture and furnishings compare favorably with any

other buildings, for public or private use, in the same community?

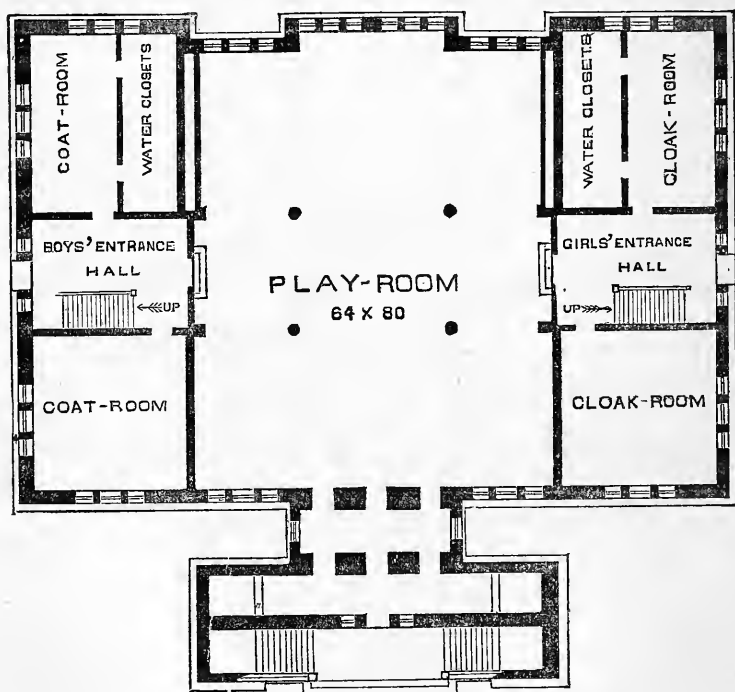
Were it not for making my Report longer than I desire to have it, I would present views, plans and descriptions of a large number of the beautiful school-houses, erected within a few years, in various parts of the State. A large volume containing such views, etc., might be prepared as a very valuable addition to such contributions as our State may send to the Vienna Exposition, and scarcely anything, in my opinion, would be more creditable to Massachusetts.

I shall present in this Report a very few views, with plans and descriptions, of school-buildings, quite recently erected, of a higher order than that which you directed me specially to present, as specimens of the class of buildings to which I have above alluded.



The first cut represents the High School Building in the city of Worcester, which was dedicated December 30, 1871. The

building committee visited Norwich, Hartford, Springfield, Cambridge and Boston, to examine some excellent specimens of school-architecture, and the plans for this building, designed by Messrs. Gambrill and Richardson, of New York, were selected from quite a number that were presented. It is an elegant building,—an educational force in itself of great value, and a monument of the enlightened and generous liberality of the second city in our Commonwealth. In architectural design, elegance of finish and completeness of arrangement, it may well be an object of local pride and admiration. "Completely finished and equipped," its cost is stated to be "not far from \$200,000."



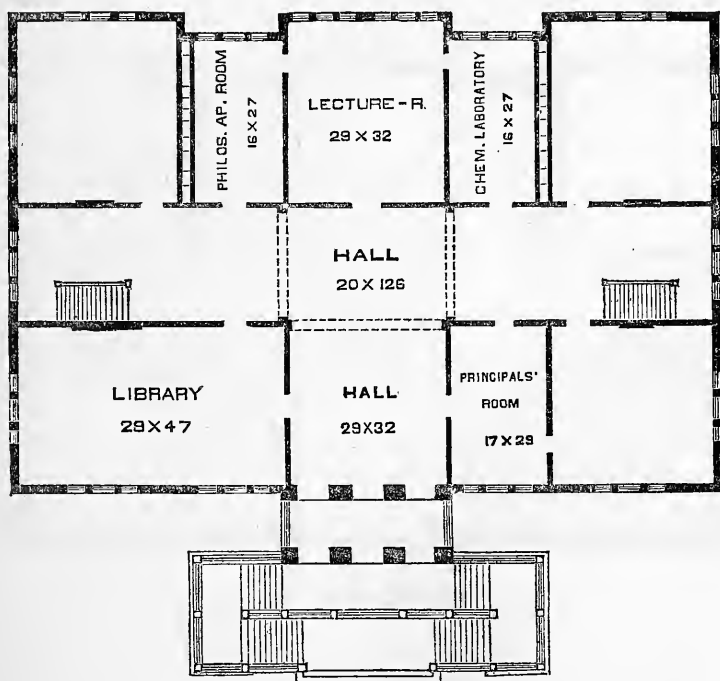
PLAN OF BASEMENT

#### DESCRIPTION OF THE BUILDING.

In the cut of the exterior on the preceding page, the dark lines passing around the basement represent lines of black brick. The arches above the windows on the first floor, the ornamental work about the eaves, and around the dial on the tower, and



near the slating of the tower and of the corner pinnacles, are of the same material, interspersed with brick of the natural color. A water-table of stone marks the line of the first floor; and a corresponding string-course connects the window-sills of the second story; beneath the latter there is a line of red brick and black brick in alternate pairs, placed cornerwise, after a manner technically called *herring-bone*. The same style of ornamentation is employed in the balustrades around the front entrance and the balcony at the base of the tower. Variety is also given to the slating upon the roof and the slats to the openings in the bell-tower, by the introduction of red with the

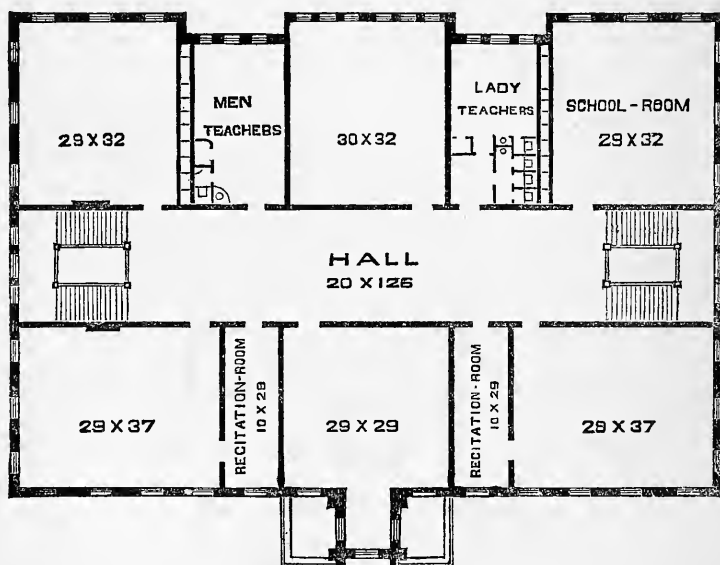


PLAN OF FIRST STORY

SCALE OF FEET 0 5 10 20 30 40 50 60 70 80

black slate. The dial is composed of white tiles, laid in mortar with the brick. All the stone-work, except the above-named belts, is flush with the surface of the brick walls, the ornamented work being undercut. From the roof an excellent view of the city can be obtained, and from the opening in the tower almost every building in the city can be seen.

There is an entrance to the basement beneath the portico in front. From this portico beneath the tower, with its massive square columns and its groined arches above, three heavy oak doors open into the main hall, which is continuous with the spacious passage, twenty feet in width, extending the entire length of the building. The ceiling at the intersection of these halls, and in the hall on the third floor, is panelled; and appropriate cornices adorn the halls and the rooms on the first and second floors. The arrangement of rooms, their dimensions, &c., are plainly exhibited in the preceding plans. Each wardrobe is provided with rows of stalls, with passages between, by which the capacity of each room is multiplied. The brick



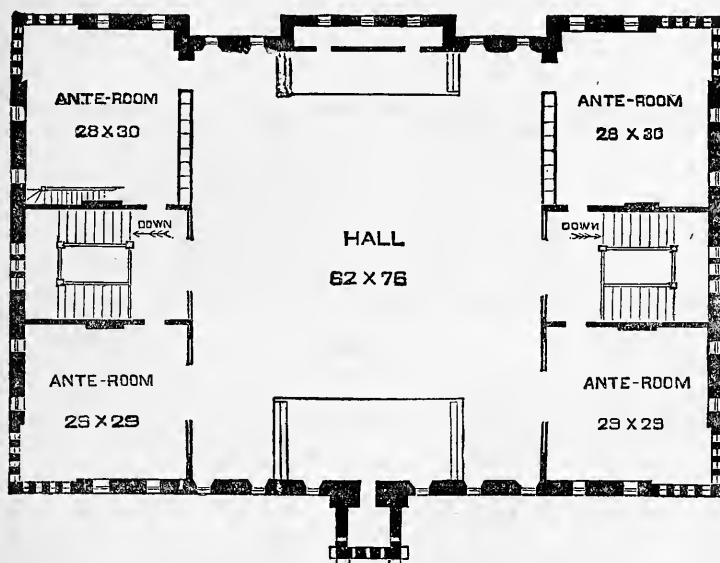
PLAN OF SECOND STORY.

partition-walls which separate the several rooms are supported above the play-room by heavy iron girders resting upon brick piers and four iron columns in the centre.

The philosophical-apparatus room is provided with a large case and shelves, a broad table, drawers and cupboards. The lecture-room contains a table fitted up in the most approved style for chemical and philosophical experiments and lectures. Seats elevated in the form of an amphitheater will accommodate

about one hundred and fifty students. The laboratory is supplied with tables and all the appliances for individual experiment by the class. Thirty pupils can work at one time. Around the long tables in the library two dozen pupils can together consult books of reference.

The audience-hall will seat seven hundred people, and by opening the broad sliding doors to the front ante-rooms there are seats for one thousand. These ante-rooms might all be used as class-rooms. A stage in front and another in the rear provide for both music and oratory.



PLAN OF THIRD STORY

Each school-room is furnished with the Normal desks and chairs, manufactured by Joseph L. Ross, of Boston.

The building is heated by steam, by the two systems of direct and indirect radiation combined. It was at first intended to employ only the indirect radiation; but to guard against a chance that this as arranged might be insufficient, it was decided to place radiators in the school-rooms and halls. The steam is generated in two tubular boilers, each four feet in diameter and thirty feet long, which are placed in a building a hundred feet or more distant from the school-house; and the steam is carried underground in pipes wound with felt and otherwise protected.

It has been found easy to warm the entire building to a desired temperature in the coldest weather with a pressure of five to eight pounds per square inch, and with an average consumption of about a ton of coal per day.

The arrangements for ventilation may be briefly described as follows: The lecture-room has large registers in the ceiling, opening into foul-air ducts running up to the belfry; and one school-room has ducts similarly arranged, except that the registers are placed in the floor. All the other rooms have registers placed in or near the floor, connecting with large ventilators on the roof by a separate duct for each room. Each of these ducts has connected with it a smaller flue, starting in the basement, and terminating just above the opening in the duct for the admission of foul air, and in this small flue it is the design to create a draught by a burning gas-jet. This part of the system has not been carried out, and judging from the limited trial made thus far it is thought that efficient ventilating will be secured without requiring extra heat for creating a draught. In addition to the above-described means of ventilation, there are flues in the outer walls opening beneath the projecting eaves and connecting with the several rooms by registers placed near the floor. These flues can be expected to be of practical value only in exceptional states of the atmosphere.

The building is designed to accommodate five hundred pupils, and contains nine school-rooms, each about thirty feet square, three of which are on the principal floor and six in the second story. The first story also contains a large room for the library, and a lecture-room, connected with which on one side is a chemical laboratory fitted up with all the appliances for the practical study of chemistry, and on the other a room for philosophical apparatus. At the right of the main entrance is a room for the principal, which communicates with the several school-rooms, by bells and speaking-tubes. In addition to the school-rooms mentioned, the second story contains private rooms for the teachers, and two recitation-rooms. The third story is occupied by the large hall, seventy-six feet long by sixty-two feet wide, four connecting-rooms at the corners of the building, arranged to be used as a means of enlarging the hall, or for other purposes as exigencies may require. The wide halls extending lengthwise of the building, with commodious stairways at each

end, form a main characteristic in the first and second stories. The entrances for the scholars are in the basement,—that for girls at the north end, and that for boys at the south end,—and they communicate with rooms for wardrobes, &c. The middle part of the basement is devoted to a gymnasium. The building is finished with varnished pine throughout.

The exterior walls are of pressed brick, with Nova Scotia stone trimmings, and black bricks are introduced to a considerable extent as a feature of decoration. A handsome double stairway of granite, brick and freestone, leads to the main entrance, and above this rises a slender, lofty tower of exquisite grace, arranged for clock, bell and observatory. It has a very fine-toned bell and a large clock, which strikes the hours, and there are twelve smaller ones in as many different rooms. These small clocks are operated by a battery connected with the large clock; thus securing uniformity of time throughout the building. All the rooms can be lighted with gas when necessary, gas-fixtures having been provided for all.

#### THE NEW HARVARD SCHOOL-HOUSE IN CHARLESTOWN.

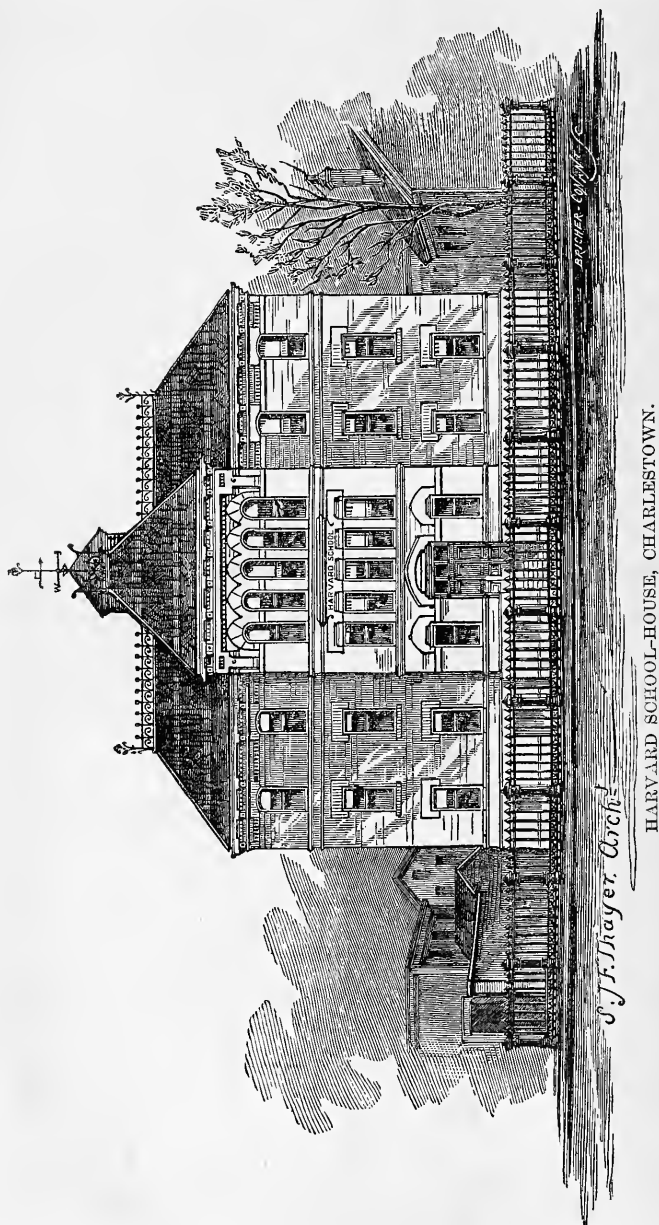
This building, a view of which is given on the succeeding page, and of which I also give the accompanying plans, was dedicated February 22d, 1872. It is a magnificent building, and a model of its kind. I know of no Grammar School-house in the State that surpasses it in perfection of design and finish, and in completeness of adaptation to the purposes for which it has been designed. Its total cost was \$130,285. Three other first-class Grammar School-houses have quite recently been erected in Charlestown, and its High School building has been entirely remodeled at great expense, and is also a first-class building. The estimated value of the school-houses of Charlestown must now exceed \$600,000, and in this respect it ranks as the third city in the Commonwealth, though in valuation and in population it is the fifth.

#### *Description of the Harvard Grammar School-house, Charlestown.*

This building, which is illustrated by the accompanying cuts, is considered the model grammar school-house in Charlestown.

From whatever point it may be viewed, the exterior presents

a very solid and substantial appearance, it being the object of the architect to produce a building elegant and symmetrical in



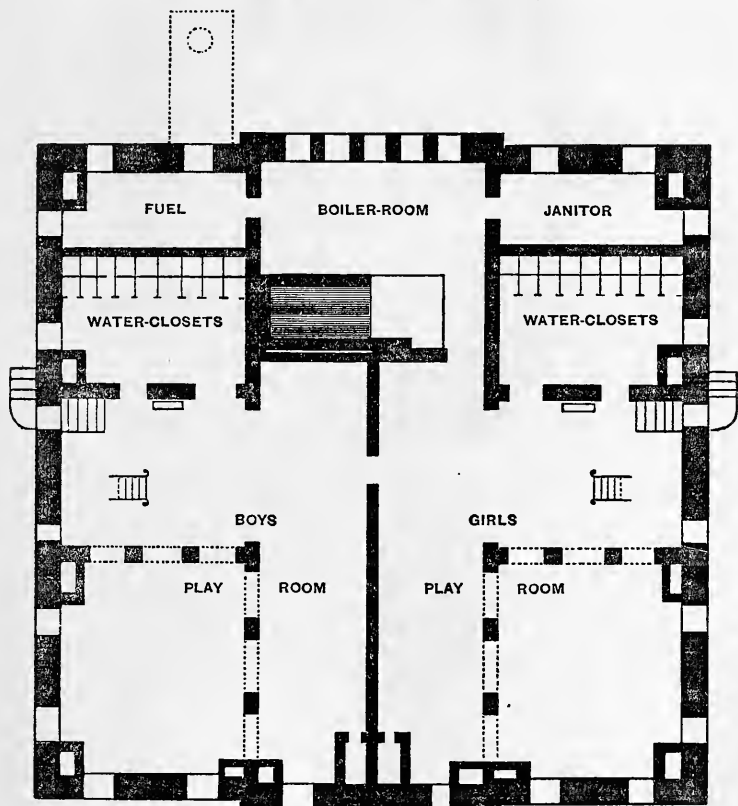
its proportions, without incurring useless expense in meretricious ornamentation; it is three stories in height, exclusive

of a high basement. The walls are faced with pressed bricks and trimmed with granite from Maine.

The roof is "hipped," covered with slate, and surmounted by an iron cresting of pleasing pattern; the cornice of the front central projection is carried above the general level of the cornice of the main building, covered with a roof of steeper pitch and longer rafter, and crowned with an iron finial and vane of bold design, making this a striking and emphatic feature of the building when seen from any point on Bow Street.

The building is set in the middle of a lot, which allows of spacious yards in front and on each side for play-grounds.

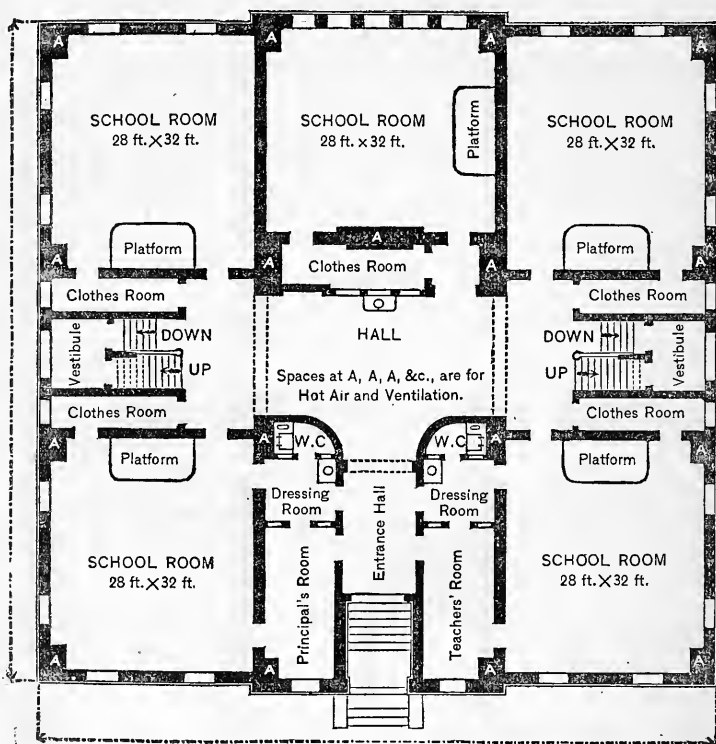
The cut, although giving a general idea of the outlines and design of the building, fails to convey the impression of quiet dignity and massiveness which forces itself upon the observer.



PLAN OF THE BASEMENT.

*Basement.*—The basement is twelve feet high, has entrances

from the yards on either side, and contains, in addition to the heating-apparatus and fuel-rooms, light, spacious and well-ventilated play-rooms for the boys and girls—for use during inclement weather—with which are connected the water-closets; from each play-room is a flight of stairs leading to the first floor.



PLAN OF THE FIRST FLOOR.

*First Floor.*—Entering the building from the front we find on either side of the entrance-hall, comfortable and commodious rooms for the use of the principal and committee, with which are connected dressing-rooms and water-closets for the male and female teachers.

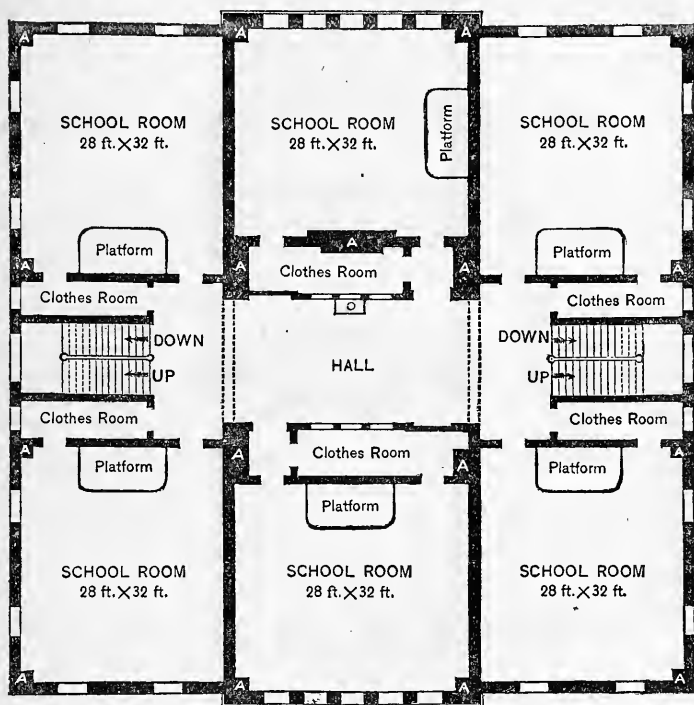
There are also on this floor five school-rooms, each twenty-eight by thirty-two feet, having in connection the requisite clothes-rooms. Transversely through the building runs a corridor fourteen feet wide, from each end of which start broad flights of stairs of easy ascent, leading to the second floor, and



down to the vestibules connected with the entrances from the yards. This corridor is well lighted by means of a large mulioned window at each end.

This story is thirteen feet high.

The peculiarity of the plan of this floor is that the space usually used for a sixth school-room is devoted to a front entrance, committee and principal's rooms as described above.



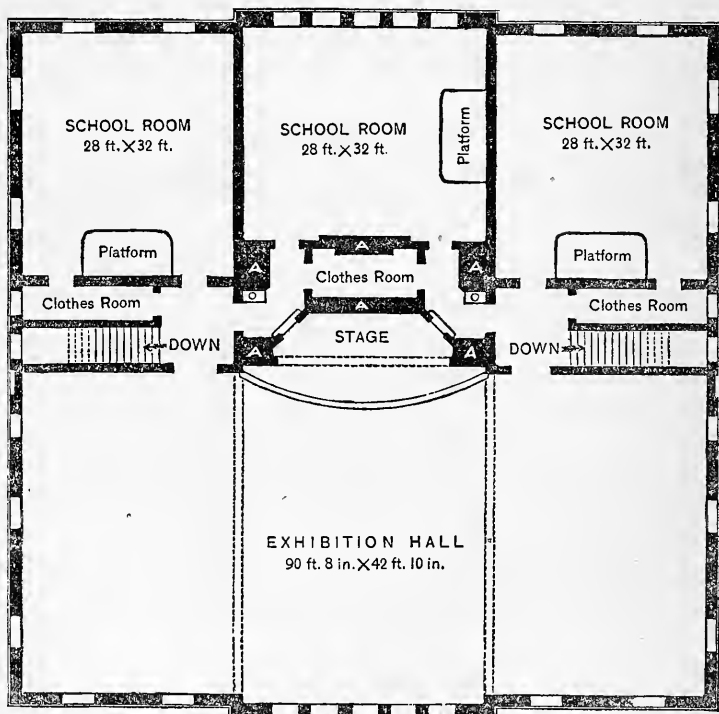
PLAN OF THE SECOND FLOOR.

*Second Floor.*—This story is of the same height as the first, and contains six school-rooms of the same dimensions, with clothes-rooms. The corridor is in every respect similar to that on the first floor.

*Third Floor.*—This story contains three school-rooms of the same dimensions as those in the first and second stories, and thirteen feet high, with clothes-rooms. The exhibition-hall is in the front portion of the building, and occupies its whole width and about half its depth, being ninety feet eight inches by forty-two feet ten inches, and nineteen feet six inches in

height; it is well-lighted on three sides by large windows, among which is an arcade of lancet-shaped windows of liberal height, which is introduced with admirable effect; at the other side of the hall and directly opposite this arcade is a recess for the stage, which is of ample dimensions.

The principal partitions throughout are of solid brickwork, the inside finish is of soft brown ash, with hard-pine floors, platforms and stairs, and every arrangement is made for the comfort and convenience of the teachers and pupils which experience could suggest. The building is warmed by steam



PLAN OF THE THIRD FLOOR.

and the ventilation received the most careful study and attention from the architect.

The work was executed under the supervision of Mr. Samuel J. F. Thayer, architect, of Boston.

## THE NEW HARVARD SCHOOL-HOUSE IN CAMBRIDGE.

This building is situated at the corner of Broadway and Inman Streets, and was erected in 1872. In the absence of any engraving I will give merely a description of it, as it has many excellent features worthy of notice, especially in respect to its heating and ventilating apparatus. The cost of the *building* was \$36,000 less than that of its namesake in Charlestown, previously described, and its *total* cost \$50,000 less.

The arrangement of the building resembles in its general features that of the Central High School-house of Philadelphia, erected in the year 1853, and from which many of the school-houses in Boston and vicinity, built within the last few years, have been modeled.

The building is in the form of a parallelogram, its extreme length being 96.6, and its extreme width 92 feet. It consists, in brief, of a basement and two stories above, and a third story in the Mansard roof. The exterior is of the best of pressed brick, laid in dark mortar, relieved with sandstone dressings about the door and window openings.

The basement, ten feet in height, is paved throughout, and is occupied by the heating-apparatus, the water-closets, and sinks for the scholars' use, and private closets for the use of the teachers. In addition to these apartments, spacious room is given for the exercise of the scholars during the recesses.

From the principal entrances on the north and south sides access is gained to the main hall by an ascent of eight steps. The entire width of this hall is twenty-seven feet; from it the visitor gains admission at once to the school-rooms of the first floor, six in number, each measuring twenty-eight by thirty feet, and furnished with from forty to fifty single desks. In connection with each school-room is a scholars' dressing-room, and, in addition to these, are teachers' dressing-rooms to four of the school-rooms.

Access to the second story is obtained by an ample flight of stairs at each end of the hall. The arrangement is similar to that of the first floor.

The upper story contains a hall for public exercises, fifty feet wide by fifty-six feet in length, the stage, containing an area of two hundred and eighty square feet, not being included in these

dimensions. In the rear of the stage is an apartment twenty feet by twenty-eight feet. The four corners of this story are occupied by school-rooms, two of which are 19 feet by 27.6, and the others 29.6 by 27.6, each provided with its dressing-room.

All of the inside finish above the basement is of clear bright chestnut. The school-rooms and audience-hall are provided with blackboards put up by the American Tablet Company.

It was the design of the committee on public property, under whose direction the plans were prepared, to produce a structure which, in its interior arrangements and capacity, would provide ample accommodations at the least possible expenditure of the public funds. The building has been erected with these ends in view, in a thorough and substantial manner, at a cost of about \$56,000, and with an entire cost, including land, fences, paving of the yards, heating-apparatus, furniture, &c., of about \$80,000.

Those familiar with hot-air furnaces as applied to the heating of school-houses of any considerable size and number of rooms know how inadequate and unsatisfactory they are apt to prove. A still greater objection exists to the use of steam as commonly applied by what is termed "direct radiation"; by this plan no fresh air is introduced into the rooms except such as is obtained directly from doors and windows, the same atmosphere being breathed over and over again to the prejudice of health and long life. The system introduced into this school possesses great advantages over either of these methods. Through ample cold-air ducts in the basement fresh air is taken from all sides of the building into tin-lined compartments, grouped in various positions, and enclosing the steam-radiators. From these receptacles the air thus warmed is carried by upright tin tubes, (the use of long horizontal tin pipes being entirely obviated) to the several rooms. Each school-room is heated by two entirely distinct pipes and registers placed near the outside walls. Exit for foul and overheated air is provided for by ample openings opposite to these, both at the floor and ceiling of each room. The full and complete success attending this simple mode of combined heat and ventilation, wherever it has been introduced in Boston and vicinity, seems to be a sufficient guarantee that the health of the inmates of this building is secured.

The boilers, situated in the basement, are two in number, of the horizontal tubular form, twenty-horse-power each, so arranged that they may be run together or separately as the weather may permit. The amount of radiating surface in the building is 5,800 square feet, exclusive of the main and return pipes, all so connected that the condensed steam returns immediately to the boilers to be reconverted into steam. It is found that three pounds pressure per square inch forms a perfect circulation in the whole building.

The twelve school-rooms on the first and second floors will accommodate 600 pupils. Should the upper school-room be put to this use the aggregate number seated in the whole building will be 760, easily increased by a change in arrangement of furniture to 856.

#### THE GREEN GRAMMAR SCHOOL-HOUSE IN LOWELL.

This building, situated on Merrimack Street, was dedicated December 31, 1870. It is one of the finest and best buildings in the State, and is worthy of description. Its total cost, as stated below, was about \$110,000.

The school-house is constructed of brick, the back wall being of hard-burned, and the other of pressed brick. The doors and windows and other portions of the building are ornamented with the finest Concord granite capping. The dimensions of the main building are eighty-four feet front, seventy-two feet in depth, and sixty-five feet in height. The edifice is, properly speaking, three stories high; but the Mansard roof, with which it is surmounted, constitutes a fourth.

Extending from the front of the main building a distance of twelve feet, is what is termed the pavilion. In this are the main entrance and stairways leading from the bottom to the top of the structure. This pavilion is thirty-four feet wide and seventy-three feet high. It gives a commanding and finished appearance to the architectural aspect of the building.

On the back side of the edifice is an extension from the main building, somewhat similar and of the same dimensions as the pavilion, except that its height is only that of the house. This projection contains stairways corresponding with those in the pavilion.

The main entrance is on Merrimack Street. Here are fold-

ing-doors of black walnut, elaborately finished, the passage being eight feet in width.

The floor of the basement (which is of concrete) is four feet below the surface of the yard, and the basement itself is ten feet in the clear. In it, at various points, are suspended from the ceiling the coils of pipe, twenty-four in number, by means of which the rooms above are heated. There are two of these coils for each school-room and four for the hall. About fifteen thousand feet of inch-pipe are employed. The coils connect with the boilers, by which the steam is generated. The steam is by a somewhat complicated process returned to the boiler, thus saving the time that would otherwise be required to supply the latter with water. About one hogshead (sixty gallons) per day is all that is now necessary. Each coil is inclosed in a wooden case lined with tin, and with these are connected air-boxes communicating with the exterior of the building. By this arrangement warm air may be taken from the heating-apparatus in cold weather, or fresh air from without whenever desired. In the basement are likewise four sinks for the use of the children, having water in abundance. At the rear end are two doors, one leading to the girls', the other to the boys' play-yard above described.

On the west side of the basement, and communicating with it, is the boiler-house. This is outside of the main building, and is twenty-four by eighteen feet in size. It has been excavated nine and one-half feet below the yard surface. Its walls are of stone, cemented, and are two feet thick. There are two arches overhead, made of brick, and the exterior is covered with cement, making the top of the boiler-house level with the surface of the yard. In it are two tubular boilers, each thirty-six inches in diameter and twelve feet in length.

Two flights of stairs—one in front and one in the rear—lead from the basement to the floor above.

Through the front door of the edifice the visitor steps into a roomy vestibule. On the left of the vestibule is a door which leads, by winding stairs, to the principal's private room on the floor above. From this vestibule also extends a flight of stairs, six feet wide, to the second story. The corridor of the second story is twenty-two feet wide, and extends the entire length of the building. On each side is a sink, and two registers for hot

air. Two school-rooms are located on each side of the hall. The one in the north-east corner is that of the principal. Connected with all the rooms are clothes-rooms for the scholars, the dimensions of which vary somewhat, but average about six by fifteen feet. They are plentifully supplied with hooks for hats, coats, &c. Doors lead from them into the school-rooms. In connection with each school-room is also a teacher's private room, lighted by one window—that of the principal alone having any connection with the floor below.

The size of the school-rooms is twenty-eight and one-half by thirty-five and one-half feet, and they are fourteen feet from floor to ceiling. Each has four large windows. Blackboards extend around three sides, a total square surface of two hundred and forty-eight feet being provided in each room. There are in each room fifty-four desks, four ventilators (two near the floor and two near the ceiling), two registers, a bell connected with the principal's room, a clock (thirteen-inch dial), and, about ten inches from the ceiling, a strip of brown ash moulding all around the walls, on which to suspend maps, diagrams, &c. The principal's room is furnished with bell-pulls, from which wires extend to all the other school-rooms in the building and to the basement. The rooms are all finished in brown ash, and are furnished in the most tasteful manner.

Stairways four and one-half feet wide lead from this to the third floor. The hand-rails on the banisters and sheathing of this flight of stairs, in common with all the others in the building, are of black walnut. A series of steps leads to a landing, at an elevation of about seven feet from the floor below, from which another series leads to the next corridor. This is similarly fitted with the one already described, and four school-rooms, opening from it, are of the same design as those below.

Ascending from this corridor, at an elevation of ten feet, a landing is gained, from which three flights of stairs diverge. One leads to a school-room like those below (and, as the stairs on the other side of the corridor are planned the same way, there will be seen to be only two school-rooms in this story, which is the fourth, or one in the Mansard roof), while the other two lead to the hall.

The size of the hall is fifty by seventy-four feet, and, unlike

the school-rooms below and those on the same floor, which are fourteen feet high, this is sixteen feet. It seats six hundred persons. It is lighted by eight windows and by a large hexagonal skylight, which is in the centre of the edifice, just over the stage. There are in the hall four registers and twelve ventilators, and blackboards extend entirely around it. The inner wall, that is, the wall on the south side, is semi-circular. There are six entrances to the hall—one from each of the two school-rooms in the same story, and two from each of the flights of stairs. The two former are single doors, the latter double. The hall is plainly finished, with light cornices around the walls and the head-light. It is well furnished with settees and chairs.

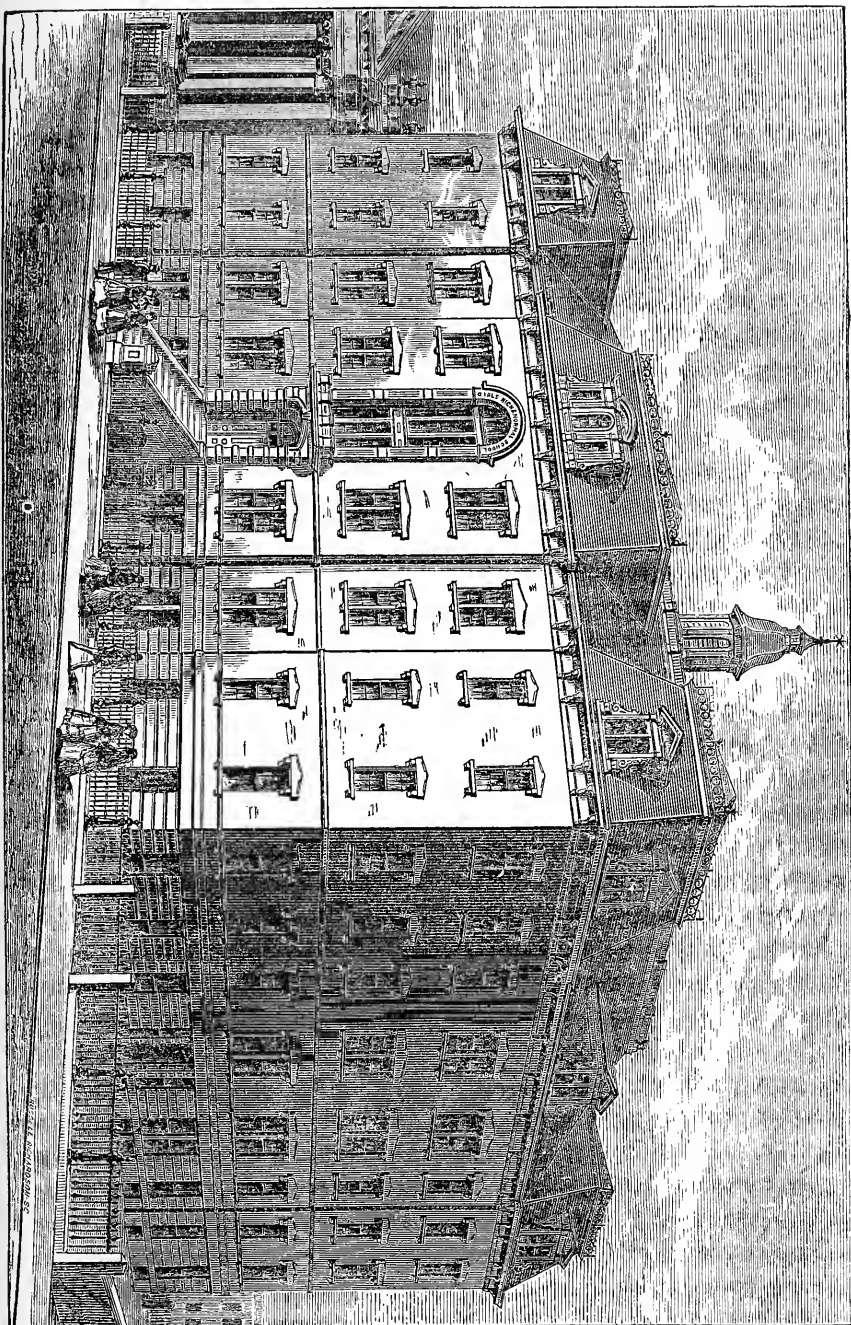
From one of the clothes-closets connected with a school-room on this floor, a ladder-like flight of steps reaches to the "top-most pinnacle" of the building—namely, the cupola or pavilion mentioned above. This is a neat room, seventeen and one-half feet square, from which is a beautiful and extensive prospect. It has four windows overlooking the city. This room in the pavilion is the highest point from which a prospect may be gained anywhere in the centre of the city. On the roof are four large main ventilators connected by flues to the ventilators in the different rooms throughout the building. The roof is slate-covered, and amply protected from accident by fire. The gutters and cornices of the roof are of galvanized iron.

The builder's contract for all material, labor, &c., necessary to complete everything above the foundation, was for \$62,800; and the cost of land and other expenses have swelled this sum considerably; so that the total cost for the erection of the new Green School-house will fall little short of \$110,000.

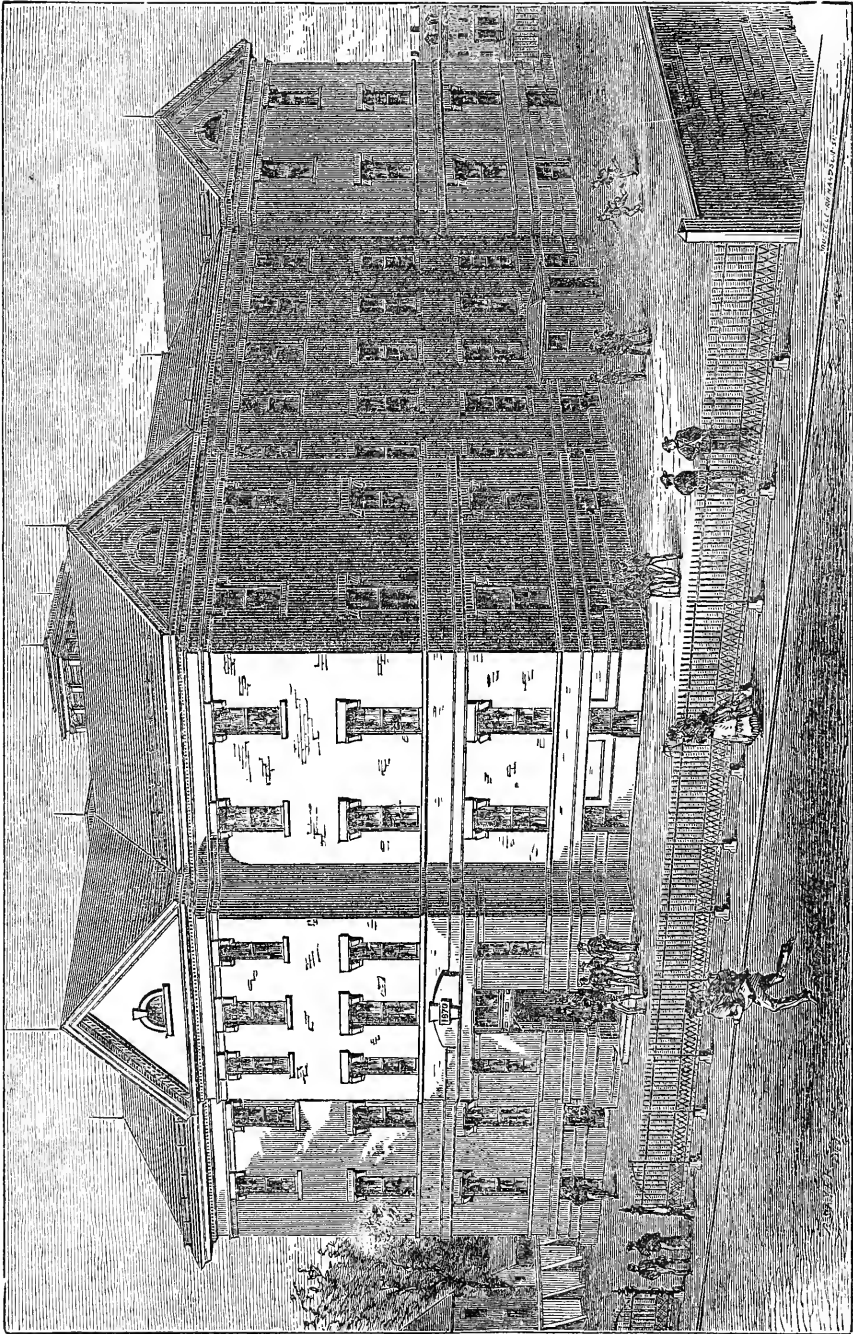
#### VIEWS OF SCHOOL-HOUSES IN BOSTON.

Of the beautiful, commodious, costly, and perhaps unsurpassed school-edifices of Boston, I herewith present electrotype plates of the external views, first of the Girls' Normal School, built in 1869-70 at a cost, for building alone, of \$234,563.36; second, of the Sherwin Grammar School, built in 1869-70 at a cost of \$103,906.53; third, of the Capen Primary School built at a cost of \$34,716.35; these are presented merely as specimens of what that city is doing in this direction.

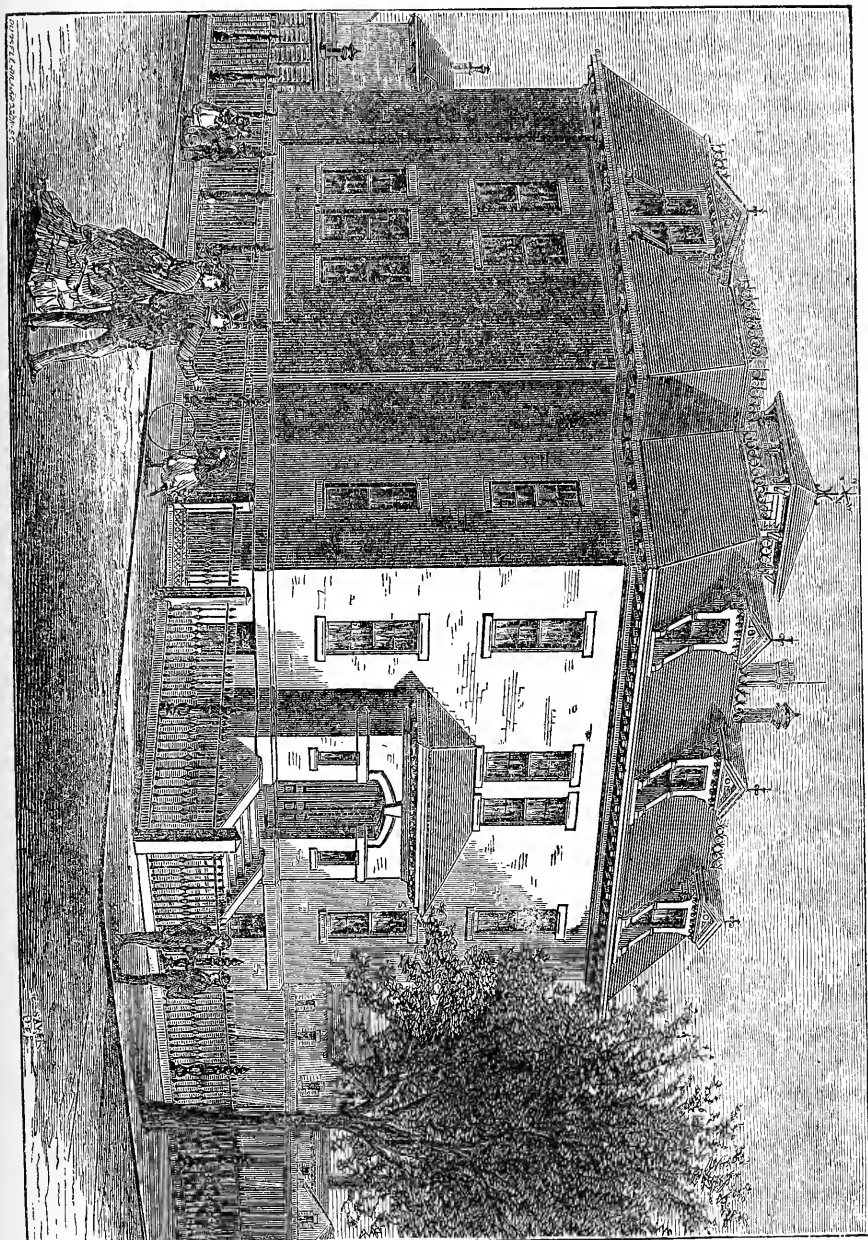




GIRLS' HIGH SCHOOL.



SHERWIN GRAMMAR SCHOOL.



CAPEN PRIMARY SCHOOL.

I should be glad to present views and descriptions of numerous other school-buildings, recently erected in various parts of the State, which in many respects are fully equal to those which I have presented and described, and give evidence of the enlightened and liberal interest in educational matters that pervades so many of the towns and cities of our Commonwealth; but the limits within which I must confine this part of my Report will prevent me from doing so.

I would by no means wish to create the impression that all the school-houses of Massachusetts are what they should be, and that nothing further remains to be done for their improvement. In previous reports I have spoken of the wretched school-buildings which I have found in many parts of the State, sparsely populated, and remote from the centers of wealth, and although they are from year to year giving place to new and greatly improved ones, very many still remain. Need I say that these are mostly to be found in those towns that still cling to the "district system," and that as long as that continues to exist, little or no improvement in school accommodations can be expected of them? When the law was passed in 1869, abolishing the district system, and thus transferring the ownership and control of the school-buildings to the several towns, in very many places the improvement of the school-buildings was entered upon at once. Old buildings were sold or thoroughly repaired and remodeled; new ones were erected, and furnished with modern furniture and many other needed appliances. In some towns, having numerous district schools, containing frequently less than a dozen children, and continued for unequal periods, of in some cases less than the minimum time required by law, a few large buildings were erected in such localities as would accommodate large numbers of children, who being distributed in the different rooms according to their proficiency in study, could be taught much more efficiently in these graded schools, and enjoy equal privileges in point of time. I might cite numerous instances in confirmation of this statement. Let one or two suffice. In 1868-9, the Committee in one of the towns, speaking of the school-houses, say: "Most of them are old, out of repair, and badly constructed, and in some instances, about the only remains of a once flourishing neighborhood. They have stood up and battled with time and progress about

as long as they can, and what vitality they now have seems to be taking a new direction, and instead of trying to stand, they are trying to tumble down, and would doubtless feel grateful to the first high wind for relief." Immediately on the abolishment of the district system, they "set about to establish a new condition of things, choosing a committee to examine locations for school-houses, make estimates and furnish plans, &c." The next year a large school-building was erected in the center of the town for the accommodation of five graded schools, with six well-furnished, convenient rooms, besides a hall in the upper story, and a basement for heating apparatus," &c. "Other similar improvements and changes were made."

The Committee of another town, in a report just before the district system was abolished, in speaking of one district school-house, say that "twenty-five children sat upon the floor for lack of benches, because the people did not care enough to provide them"; and that there were "four other districts, where school-houses were uninhabitable from dilapidation." Two years after the legislature abolished the system, the committee say: "The liberal sums voted *by the town*, the past and present year, for building and repairing school-houses, is another evidence of a growing interest on the part of the people. These and other indications show that in the abolishment of the 'district system' the schools have by no means gone out of the hands of the people, and that the school committee are not only under obligations to perform certain duties to the Commonwealth, but are also under much greater obligations to the inhabitants of the town than heretofore."

From the report of the committee of another town, in April, 1869, just before the abolishment of the district system, it appears that many of their school-houses were in a most deplorable condition. Of one, valued at \$50, it is said that "the doors and windows are so aged and loose as to admit the air so freely that it is almost impossible to warm it," and "we value the building merely, because being of wood, it may be useful for fuel if taken down. It is really cruel to keep children and teachers in it." Another was valued at \$100. Others from \$300 to \$2,000. The valuation of one school-house, *then in use*, is said to be "absolutely nothing," "as no one could afford to take it away for the materials of which it is composed."

"The walls are seamed with cracks, and great fissures yawn at the passer-by." "The doors are hacked and hewed." "The desks are old-fashioned, inconvenient and badly whittled." "The benches have no backs." "There are no means provided for ventilation, except where the six-by-eight panes of glass have been broken from the sashes." "In this single room the scholars of all ages and attainments," (there were 76 registered, with an average attendance of 51), "are indiscriminately crowded together, and must be educated to habits of carelessness, unthrift and untidiness. If this were an Illinois prairie instead of an old Massachusetts town, we should have a spacious and costly building of brick and stone, with departments of various grades, and teachers adapted to each one. Shall we not have such a building here?" And *the town, after the district system was abolished*, said they *should*, and with wise liberality at once proceeded to erect "a neat school-house to take the place of the crazy old brick affair," which had been so graphically described by the school committee. Other new school-houses were erected in several parts of the town, and in their report, March, 1871, the committee say "the school-houses under our special care are generally in good condition."

Of another town having a population of less than 500, and a valuation of a little more than \$200,000, the committee say that *the town* voted in 1870 "to build three new houses, and to make extensive repairs upon another, and all to be done that year. These buildings though not elegant or expensive, are neat, commodious and comfortable. The other school-houses have been built but a short time, so that all, six in number, are substantially new. The school-rooms are furnished with modern seats and desks, but there is a deficiency in school apparatus, outline maps, charts," &c. Few, if any, towns in the State, have done as much, in proportion to their numbers and ability, to improve their school-houses, as Peru has, and in view of benefits already realized, and others confidently anticipated, no wonder the committee say, "We congratulate our citizens upon their refusal to return to the old district system. To have done so would have been an advance backwards, and the present is not the age for retrograde movements in any matter pertaining to our educational interests."

One of the most serious evils resulting from the Act of the

legislature of 1871, permitting such towns, as desired to do so, to return to the district system, is seen in the large number of poor buildings, similar to those above described, still used for school purposes, in many of the towns that have so unwisely readopted the system, and thus arrested the improvement of their school-buildings, which the town is so much more able to effect than the district. Here is a case in point, and it is one of many that might be given. In 1867-8, the school committee of a certain town, speak of "the dilapidated state of some of the school-houses." They say, "they may at some remote period have been an ornament to the hills, or hollows they now disfigure, but that *was* a remote period, and they have outlived their beauty and their usefulness. There may be pleasant associations still lingering in the minds of some of the aged, which render them almost sacred; but the propriety of sacrificing the interests of the present generation to the sentiment of the past is doubtful. In some of the school-houses it is almost impossible for a pupil to keep comfortable in cold weather, except by an effort that leaves no thought or time for study; and their condition is such as to make him feel that he has, for some unaccountable reason, been confined in them as a punishment." In 1870, the school-houses are again spoken of as "a dishonor to the town," and the opinion was expressed that "the much-needed improvement of the school-houses would be one of the many advantages to be derived from the doing away with the district system." But, alas! after expending \$25 in 1869, and \$80 in 1870, for repairing their ten school-houses, very soon after the legislature passed the Act above alluded to, the town voted to return to the district system, and thus "the much-needed improvement of the school-houses" was indefinitely postponed. Without prolonging this part of my Report, I cannot refrain, in closing it, from expressing the earnest conviction that if it had not been for the unfortunate Act, this "advance backward" in our educational interests by the legislature of 1871, I should not be compelled to speak of so many relics of the past which exist as "a dishonor to the towns" in which they are found, but could with great pleasure, and pride even, report to you that throughout the length and breadth of our good old Commonwealth "the condition of its school-



houses" has everywhere been greatly improved, and is entirely satisfactory.

## II.

I now pass to the second part of my report, which will present,—

### PLANS AND DESCRIPTIONS OF SCHOOL-HOUSES SUITABLE FOR COUNTRY TOWNS AND VILLAGES.

The requests made to this department by school and building committees from all parts of the State where the re-modeling of existing school-houses, or the erection of new ones is proposed, have been quite numerous for several years, and are so frequent as to make it desirable that a response should be made to them in some other way than by a personal visit of the Agent, especially when his duties at the time may call him elsewhere. To meet such a want, plans for the construction and arrangement of school-houses have twice been printed in pamphlet form, under the direction of your Board, and distributed among the towns. The last one was prepared in 1851, and as few or no copies remain for distribution, and much improvement has since been made in school-house architecture, there seems a necessity for the preparation of a new one.

In the plans and descriptions of school-houses that I now present, I shall give such variety as will meet, so far as I can, the wants of all our country towns and villages.

Of the 179 High Schools in our State, 159 are found outside of our sixteen cities,—in 152 "country towns," five towns maintaining each two such schools, and one maintaining four. Including the cities, one-half of the 342 towns in the State, less five, support High Schools, and thirty-nine of these towns do so, although not required by law. As there are frequent requests from these towns for plans suitable for a High School, and schools of a lower grade in the same building, I shall present two or three of such.

The first is of the High School Building in Fitchburg, Worcester County. The building was erected two years since, while Fitchburg was a "country town," and therefore properly belongs to this part of my Report.

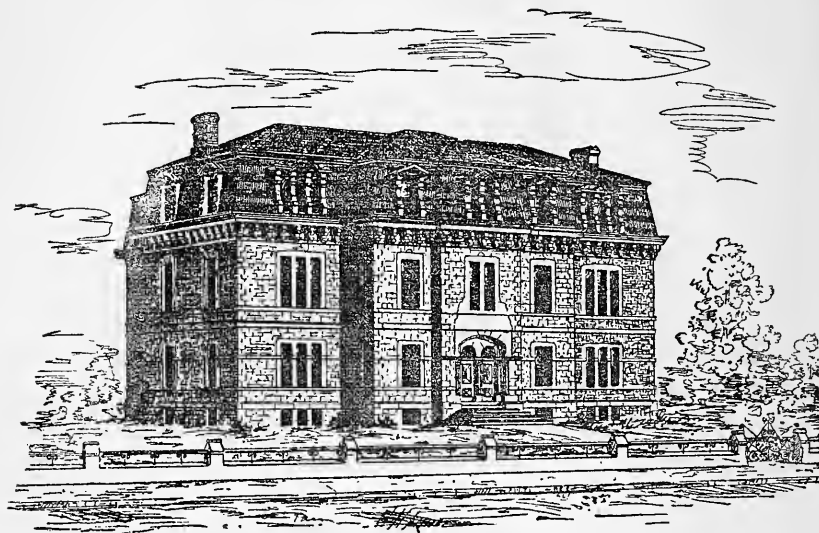


*Fitchburg.*—This building has a frontage of eighty-eight feet, the central projection being forty-two feet by six feet, extreme distance from front to rear line eighty-one feet, the two side-wings being thirty-five feet wide and projecting seventeen feet from main line of building, and covering an area of 5,492 square feet. The exterior walls are constructed with brick and stone and covered with slated roof. The structure is finished in three stories, the first having a clear height of thirteen feet six inches, and is arranged with four school-rooms, two of which are twenty-two feet four inches by thirty-two feet, and the others twenty-five feet two inches by thirty feet each. As seen by the plan there are three entrances with commodious vestibules, with closets for clothing leading from same, and with staircases to basement story, and to main floor.

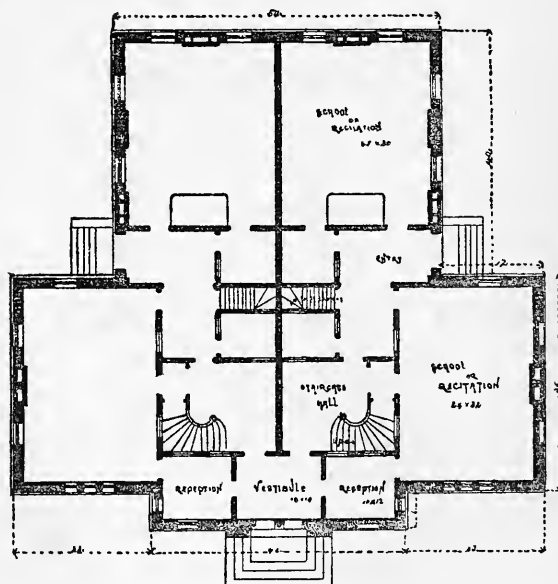
The second story has a height of fifteen feet six inches, and is arranged with the principal or High School room fifty-one feet by forty-five feet, having a recitation room in either wing sixteen feet four inches by thirty-two feet, and a teacher's room directly in the rear of platform, also with ample closets for clothing. The third story is reached by means of two wide staircases being finished fourteen feet clear height, containing a hall for general exercises measuring forty-nine feet by fifty-five feet with a recessed platform. The library is located in one wing and the other is used for a cabinet, each measuring sixteen feet by thirty-two feet. The basement-story is arranged with separate play-rooms with large and convenient lavatories adjoining, floor concreted throughout and ample conveniences for heating-apparatus and fuel-closets.

The building is arranged in the most perfect manner for successful ventilation of the various rooms. The internal finish is of chestnut with hard wood floors.

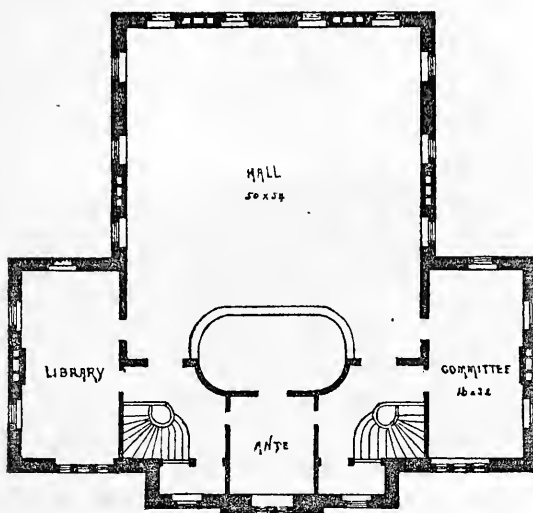
The first story is at present occupied by schools of intermediate grade, and the second by the High School. The total cost was not far from \$60,000.



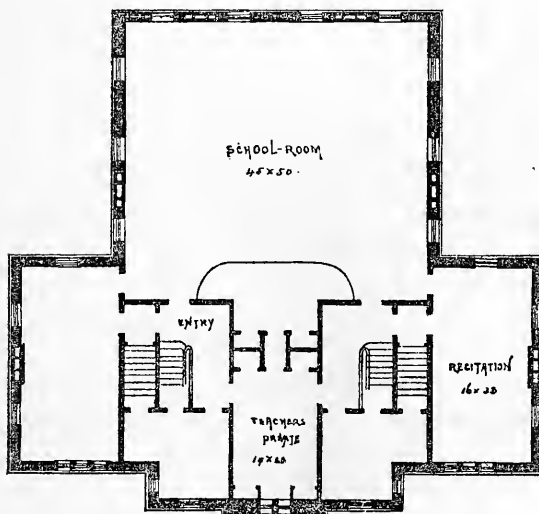
FITCHBURG, MASS.



FIRST FLOOR



THIRD FLOOR



SECOND FLOOR

*Groton.*—I here present a view, plan and description, of the High and Grammar School Building in the town of Groton, Middlesex County. In respect to its architecture, general arrangements for the twofold purpose for which it was designed, viz., for a High and for a Grammar School; its furnishings, ample play-ground, central and excellent location, &c., it will not suffer by comparison with any school building that I have visited in any of our country towns.

It was built under the supervision of Mr. H. A. Bancroft, after plans prepared by H. M. Francis, architect, Fitchburg, Mass., and was completed December, 1870, at a cost of \$32,000, including the land, which cost \$2,500. The plan of the building is a parallelogram, fifty feet by sixty feet; with a front break twenty-five feet wide, and projecting twelve feet, having the girls' entrance on one side and the boys' on the other, each entrance being under a wide porch. On the rear is another break twenty-nine feet wide and projecting twelve feet. This is one-story high and contains the privies.

The building is constructed of brick and trimmed with free-stone. It is two stories high, besides the attic or roof story. The first story is thirteen feet high, the second fifteen feet, and the attic fourteen feet six inches.

The front projection is surmounted by a belfry and a short spire, and the rear by a turret which serves as a ventilator for the privies.

The first floor is divided through the center, from front to rear, giving a Grammar School room, dressing, and teacher's room, and a stair-hall on each side. The south side is for the boys; the north for the girls.

On the second floor is the High School, with recitation, apparatus and two clothes rooms.

Each of the Grammar School rooms contains seats for fifty pupils, and the High School for sixty pupils.

In the attic is a large hall with adjacent ante-rooms.

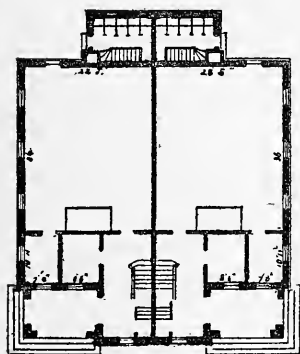
The basement is divided through the center giving, besides two fuel-rooms, a large play-room for each of the sexes.

The privy building is divided equally, each part being accessible from the basement and the outside, and completely ventilated by means of the ventilating turret.

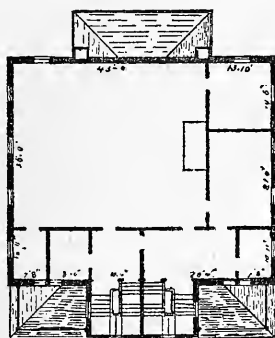
The interior is finished throughout with southern pine, the



PROTON, MASS.



FIRST FLOOR



SECOND FLOOR

walls being wainscotted to the height of three feet six inches, and the doors and windows being cased plain.

Each of the school-rooms is amply supplied with slate-tables, set into the walls above the wainscoting.

The system of ventilation, though, perhaps, not so active as some other, is considered to be more certain and uniform in its action. The outside air is taken in behind the cellar window caps, carried up in a wall flue and taken into the room at the top; thence passing through the region of warm air it becomes warmed before coming in contact with the scholars.

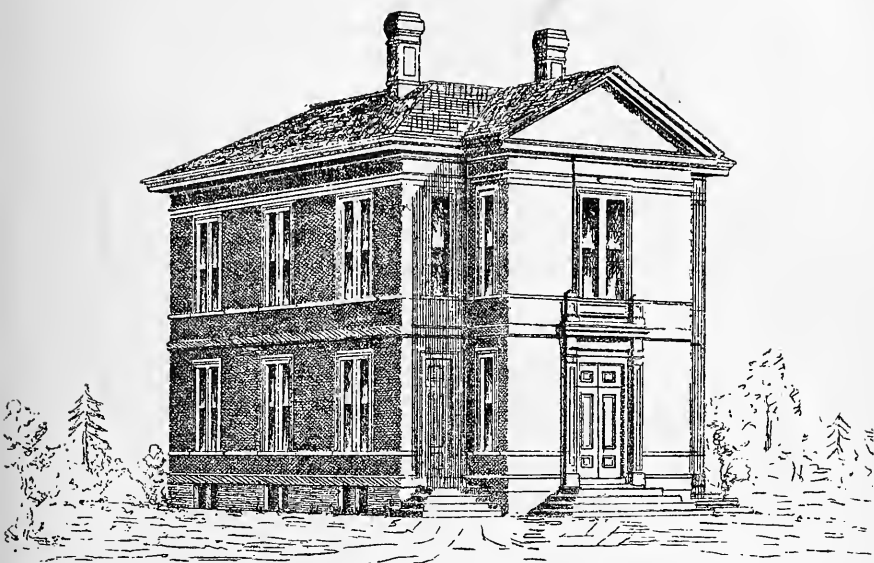
The impure air is drawn out of the room through openings near the floor leading to a large brick flue about two feet square, which is heated by a ten inch iron smoke-pipe passing the whole length of the chimney.

There are two of these ventilating shafts, the draught or which is sufficient to draw quite a volume of pure air into the room.

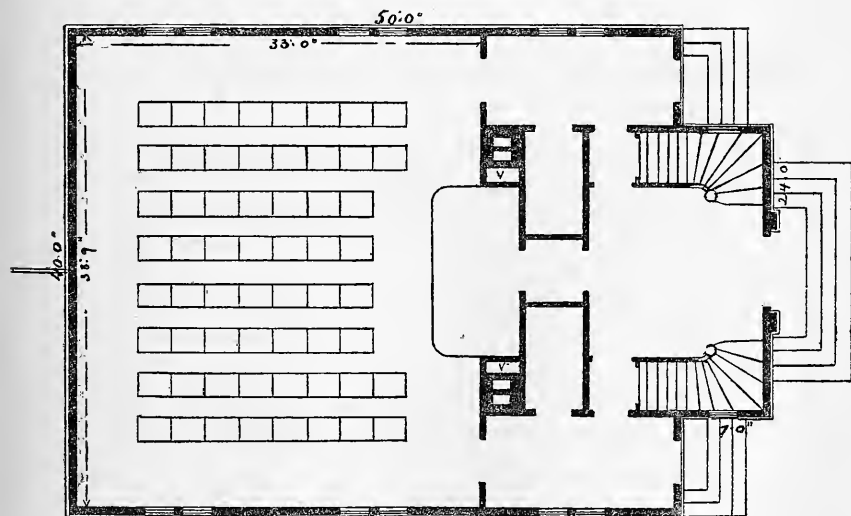
The building committee were Col. Daniel Needham, H. A. Bancroft, A. H. Caryl, Geo. S. Gates, and Geo. Litchfield, from either of whom it is presumed more definite information of this excellent model building can be obtained by correspondence, or personally.

*Framingham.*—This school-house is located in the southerly part of the town, constructed of wood, measuring forty feet by fifty feet, with central projection twenty-four feet by seven feet, two stories in height; the first finished twelve feet in the clear, occupied by intermediate department, having separate entrances with clothes-closets adjoining; the school-room is thirty-three feet by thirty-eight feet nine inches, with ample accommodations for sixty pupils in single seats; liberal platform for teachers, centrally located, the room receiving its light from side windows. The central entrance and vestibule, with stairs in same, are devoted to the Grammar School; the second or main story is finished fourteen feet six inches high; main room having same dimensions as the one below, and has adjoining the same, recitation-room fourteen feet by nineteen feet, with apparatus and book-closets; this story has also separate closets for clothing.

The basement story is ten feet high, with cemented floor and

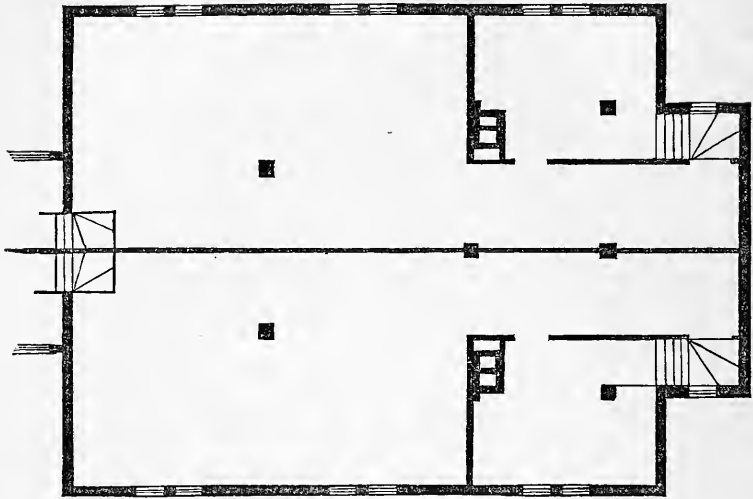


FRAMINGHAM

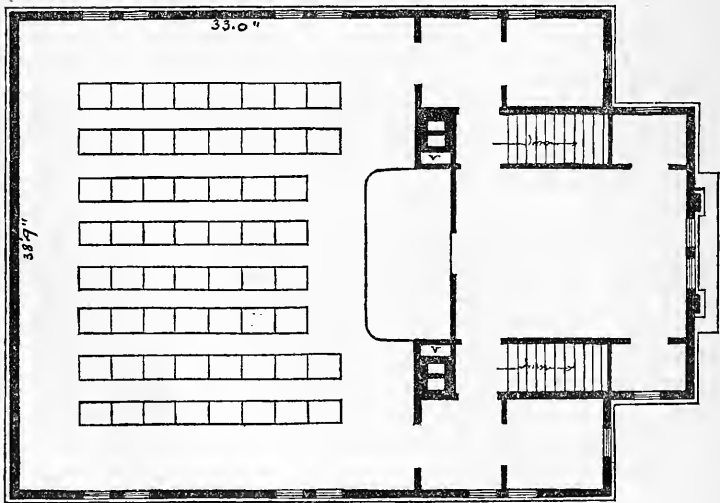


FIRST FLOOR.

A. R. ESTY, ARCHT.  
BOSTON



**BASEMENT**



**SECOND FLOOR**

ARESTY-ARCHT.



plastered ceiling, and is reached by double staircases having on the landings doors for each department. Ample provision is made for furnaces and fuel, and water for each play-room, with separate entrances to rear building.

Internally the building is finished with hard wood floors, and hard-pine, varnished, for the lining of walls, and door and window casings; the doors and inside blinds are of pine, varnished; the chimneys are located inside the building, with liberal arrangements for ventilation-flues, which with proper care insure pure air in the several rooms at all seasons of the year.

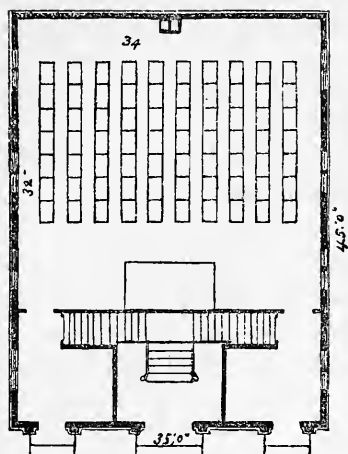
A building of this character can be erected and furnished for the sum of \$11,000.

*Whitinsville.* (Northbridge).—This building is constructed of wood; exterior dimensions being forty-five feet by thirty-five feet, finished in two stories; the first arranged with school-room receiving its light from three large double windows on either side; measures thirty-two feet by thirty-four feet, and has seventy single desks for primary department; this story has also a separate entrance for pupils on either side of main vestibule, with conveniently arranged staircases to cellar-room.

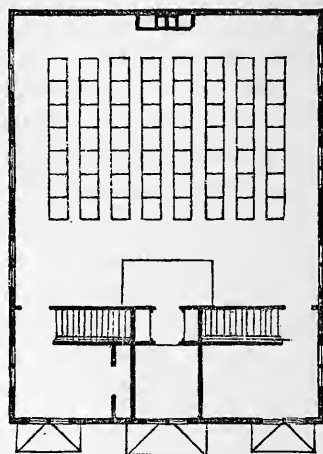
The second story is reached by means of a wide double-staircase, and has accommodations for fifty-six pupils, the school-room being of same dimensions as the one below, with convenient clothing-rooms or entries and also teacher's private-room, with book-closets directly in the rear of platform.

The general style of this building is like that at Northbridge Center, hereafter described, and finished outside and inside in the most complete manner.

*North Billerica.*—This building was erected not only to meet the wants of the schools in this manufacturing community, but also in connection therewith to afford accommodation for a lecture-hall. The structure is of wood, sixty-six feet by forty feet, with central projection twenty-four feet by nine feet six inches; the whole finished two stories. The first twelve feet clear height, and arranged with two school-rooms twenty-three feet by thirty-nine feet; each for fifty scholars,—each room having separate entrance and closets, and the conveniences usually found in a building of this character.



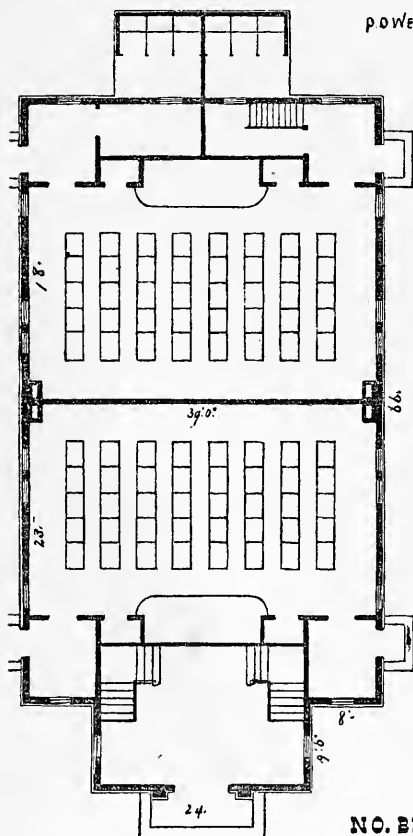
FIRST FLOOR



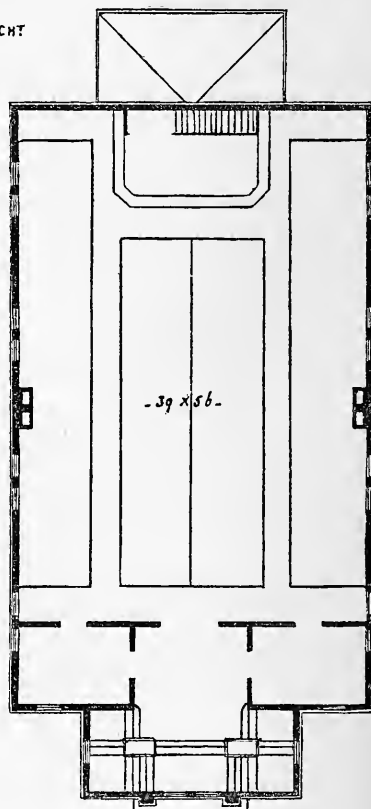
SECOND FLOOR

WHITINSVILLE

POWEST. ARCHT



FIRST FLOOR



SECOND FLOOR

NO. BILLERICA.

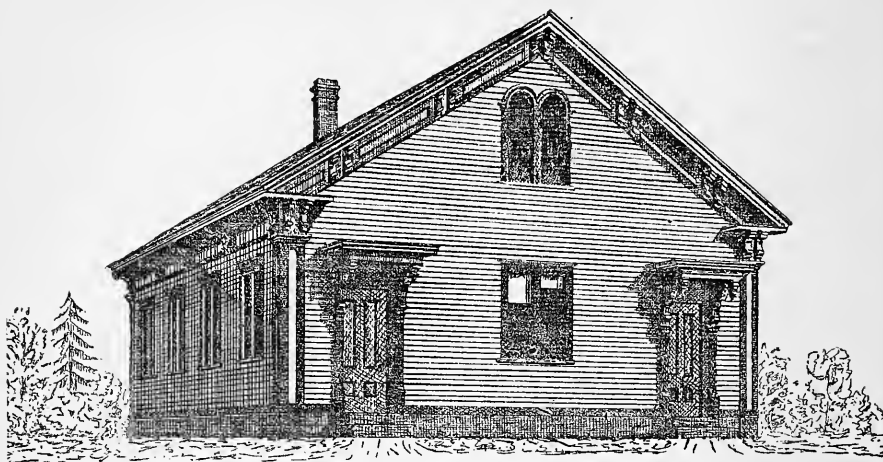
A. R. E. S. T. Y. ARCHT.

The second or hall story has its ground entrance in the central part and is reached by two wide staircases, having a liberal supply of vestibule room below and above stairs. The hall-floor is arranged with staircases to gallery, two ante-rooms nine feet by thirteen feet each, and slips in the body of the room for three hundred and fifty sittings, with speaker's platform at the end reached by a private staircase from the first story. The gallery will accommodate seventy-five persons. The interior finish of the hall is carried out in a very creditable manner and gives to this village a lecture-hall, for size and amount expended, fully equal to any one in the State. The general character of the exterior is not unlike that of the school-house at Framingham, and is of a very substantial character and free from excessive ornamentation. Cost varying little from that at Framingham.

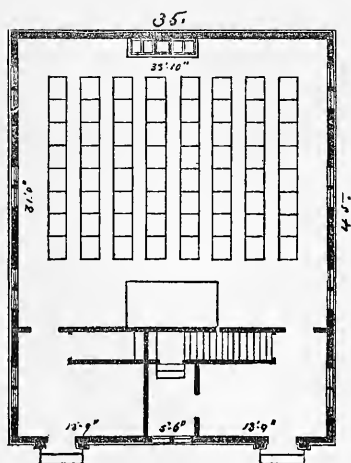
*Northbridge Center.*—This school-house is thirty-five feet by forty-five feet, located on a commanding lot of land, one hundred feet by one hundred and fifty feet, which is laid out with creditable skill. The building is of wood, with slated roof, finished in bracketed style. The school-room is thirteen feet high, arranged with single desks for sixty-four pupils; the disposition of light is like that of the building at Whitinsville, the windows being in the side walls; the internal walls are lined up to a convenient height with wood, and plastered above; the building can be readily enlarged by the addition of another story. The matter of ventilation and heating has been attended to in the most careful manner. The usual conveniences in the way of blackboard, tablets, entrances, cellar-stairs, closets, &c., are as presented in the plan.

The contract for the three school-houses of this style erected by the town, exclusive of cellar and furnishing, was \$3,000.

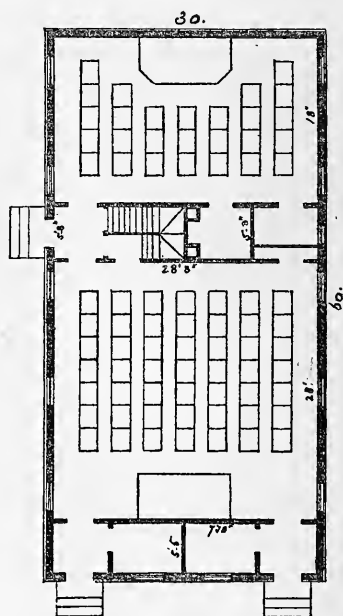
*Brimfield.*—This is a wooden school-house finished in bracketed style, similar to that at Whitinsville; is arranged with two school-rooms on one floor, eighteen feet by twenty-nine feet and twenty-eight feet by twenty-nine feet respectively; the other conveniences, such as entrances, stairs and closets, make up the dimensions of the building to sixty feet by thirty feet; the building is at present one story high, fourteen feet in the clear; the



NORTHBRIDGE CENTER



GROUND PLAN



BRIMFIELD

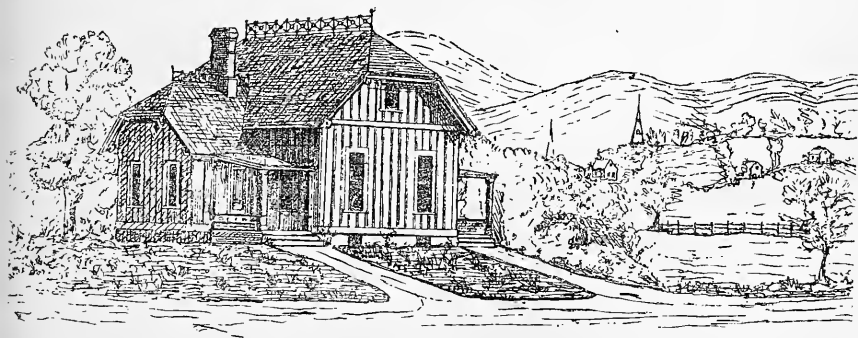
P.D. WEST. ARCHT

walls externally being clapboarded and internally sheathed throughout to the height of window-stools and plastered above ; the school-rooms are sheathed overhead, and otherwise the interior is finished in the most complete manner.

The basement-story is eight feet high, arranged for fuel and play-rooms, and other conveniences to perfect the same.

The building, including cellar, superstructure and furniture, cost not far from \$3,100.

*Village School.*—The design for a "village school-house" gives dimensions of main part forty feet six inches by twenty-six feet, with wings thirteen feet by eighteen feet, with porches in the angles ; the exterior is intended for battened sheathed walls and slated roof. The main room, thirty-five feet by twenty-five feet, will accommodate sixty pupils, and it is to be finished twelve feet high ; has the teacher's platform conveniently located,

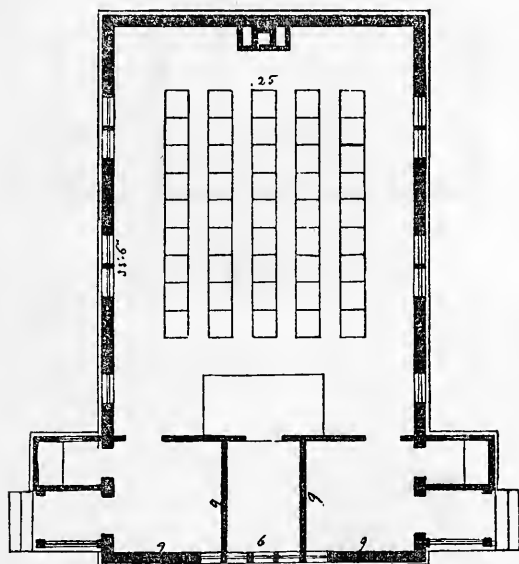


A VILLAGE SCHOOL

with retiring closet in the rear of same, and with the staircases on either side to descend to play-room in basement story ; the rooms opening out of this room can be used for recitation or clothing ; as will be perceived, ample provision is made for heating and ventilation flues. The internal finish throughout will be of pine, ash or other wood, filled or varnished. The tablet surface on the side and end walls of main room to be four feet wide, commencing about two feet six inches from the



entrances and closets in same and with the teacher's room leading from the platform; should it be deemed expedient the entire spaces occupied for entrances or porches can be thrown open and the conveniences transferred to a rear building. The interior is designed to be twelve feet six inches high, but can be finished up into roof and give an additional height of four feet six inches; the walls internally to be lined up to the window-stools and finished above with plaster (including ceiling); windows to finish with inside blinds; the floors to be of hardwood. The exterior wall surface under the clapboarding to be covered



PLAN

L. WIGHT ARCHT.

with heavy sheathing-paper. The roof shingled and painted or slated with colored bands.

The entire woodwork inside should be left with its natural colors, and no paint used. The plastered walls and ceilings to be tinted. The external walls painted in two colors; the darker tint to be used for the wall surfaces.

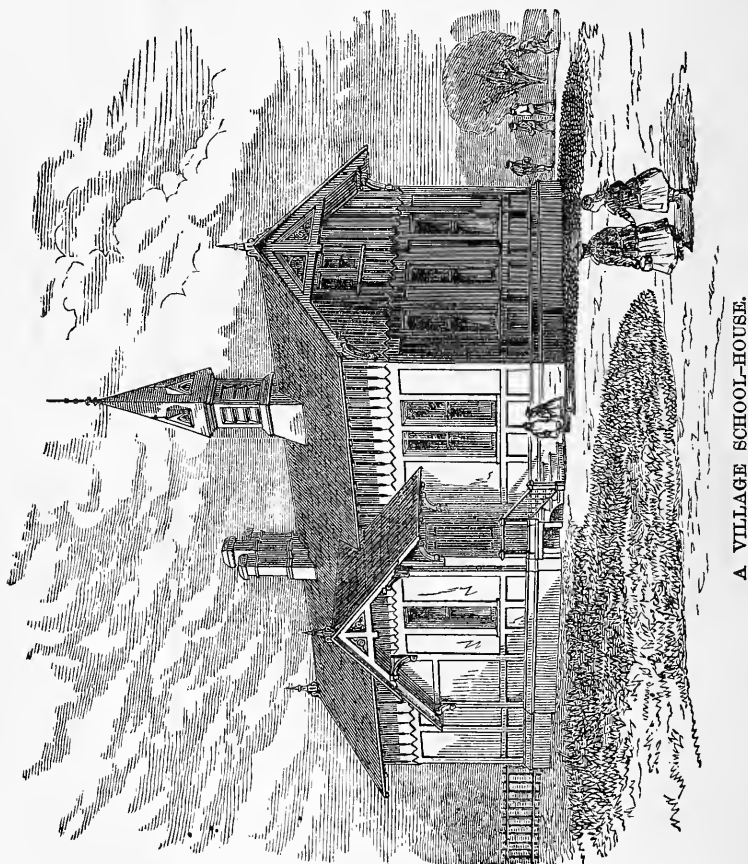
The cellar may be arranged for furnace and fuel purposes and

have entrance from outside, or if used by the scholars as play-room can have stairs from closets.

This building can be erected for \$2,800 and upwards according to location, exclusive of furniture.

A building of reduced size of this character can be erected for \$2,000.

The accompanying view and plan of a village or country school-house, intended to accommodate from seventy to eighty pupils,

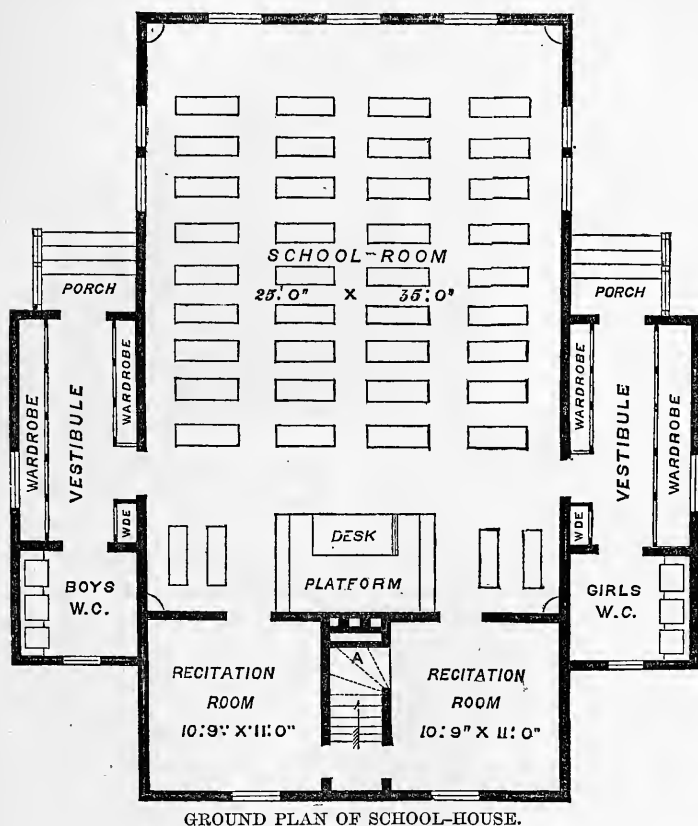


were printed in an "Educational Supplement" to "Harper's Bazar," two or three years since, and, with the consent of Messrs. Harper, are here presented as eminently worthy of consideration. They were furnished by H. Hudson Holley, archi-



tect, of New York. The cost of a building of this description in the neighborhood of New York is stated to range from \$2,500 to \$3,000, according to its finish; but in other localities, where labor and material are cheaper, a corresponding reduction might be made.

The following description of the building and some excellent suggestions of a general character, in regard to the location,



GROUND PLAN OF SCHOOL-HOUSE.

heating, ventilating, &c., of school-buildings, accompany the plan.

It is divided into boys' and girls' departments, occupying either side of the school-room, each having a separate entrance, with spacious vestibule, containing some twenty-five feet of wardrobe, sufficient to afford a separate locker, if desired, to every pupil. In the rear of the vestibules are water-closets,

well lighted, and ventilated from below, causing a downward current of air, which effectually prevents the rising of any smells. These ventilators are connected with the large shaft shown at A.

The recitation-rooms have similar flues, all in connection with the smoke-flue from the furnace, the heat from which, by rarefying the air, causes a corresponding increase of draught. The school-room has its floor perforated in several places, from which there is a connection through air-ducts with the main ventilator. This effectually carries off the poisonous exhalations from the lungs, which would otherwise soon render the air unfit to breathe. There is also a ventilator in the school-room ceiling, the foul and heated air from which is discharged through the small cupola surmounting the roof. This also contains the bell, which is rung from the attic floor. This attic will be found useful in further protecting the school-rooms from both heat and cold. It is approached by an easy staircase, located between the recitation-rooms. Underneath there are stairs leading to the cellar. Here the furnace and coal or wood-vaults are placed. We would especially recommend the use of a furnace, rather than the so-called gas-consuming stoves generally employed, both for convenience and for sanitary reasons. A stove in a room simply consumes the oxygen, while creating no circulation of air. A furnace, on the contrary, which is kept below, draws its air from without, warms it moderately, and introduces it fresh into the rooms above; and when with this is combined properly constructed ventilators in floor and ceiling, the foul air escapes exactly in proportion to the fresh air introduced.

When a furnace cannot be had the following expedient may be employed: Build a close chamber in the cellar, about ten feet square, and in the center place an ordinary coal or wood stove. Then connect this chamber with the outer air by means of a flue about twelve by twenty-four inches, to admit a current of fresh air, which, when heated, rises to the floors above through registers, in the ordinary way.

Separate recitation-rooms will be found in rear of the teacher's desk. By means of these the school may be at any time taught as a graded school, with three classes reciting at a time. Even if the school is not graded, teachers will often find it to

the advantage of all concerned to hear classes in the recitation-rooms, leaving the school-room in charge of a monitor.

The exterior of this building is of a thoroughly simple, though somewhat novel character, the pitch of the roof being at an angle of about thirty degrees from the horizon. This, while sufficiently steep for shingles or slate, would, if of less pitch, require a metal covering. It will be found expedient, if slate is used, to have it laid on close boards, between which and the slate we would recommend the introduction of tarred felt, which not only has the advantage of warmth, but effectually prevents driving snows from penetrating the roof. When shingles are adopted it will be found best to fix them on lath of about one by two inches, at a sufficient distance apart to receive them, as shingles placed on close boarding are much more liable to decay. The exterior walls are covered with ordinary clapboards about as high as the attic floor, while above this vertical boards, about eight or nine inches in width, are employed, the ends being cut in an ornamental pattern, and the joints covered with moulded battens about one by two inches. These vertical sidings are sometimes called curtains, or aprons.

Heretofore our country school-houses have not only been of ill-conceived design and arrangement, but their coloring has been something painful to contemplate. Either white or red is usually employed, probably the most ill-assorted tints that could have been chosen. Would it not be better to have some of those warm, transparent hues, at once harmonious with the surrounding landscape and grateful to the eye? Little things like these, pleasing colors, architectural effects, well-balanced proportions, all aid in forming and refining the taste, and make the old school-house a pleasant memory in after-years. Our children, living for the most part in plain homes, where nearly all is necessarily calculated for utility, and but little thought is ever given to æsthetics, need this force of contrast, and the school-house, instead of being the least attractive building in the village, should, by a higher taste, a more harmonious blending of form and color, lead these growing minds—unconsciously it may be—to a love and desire for higher things than their fathers knew.

There are many shades of color which might be suggested. We would propose for the clapboard or body color a warm

drab, such as would be produced by mixing with a cup of strong coffee an equal proportion of rich cream. Then all the trimmings, such as cornices, window-casings, water-tables and string-courses, should be of a darker shade—such a tint as the coffee would have with only a small proportion of the cream added—sufficient to produce a striking contrast, which may be seen at a distance. The apron of vertical boards before described should be of a middle tint, produced by mingling in equal proportions the colors before mentioned. The battens should be of the trimming color. Colors, in these and many other shades, are now prepared in quantities by large dealers, thus insuring to consumers hues and tints which are uniform in quality.

We would here mention that iron finials are a cheap and very ornamental adjunct to a design. Wooden finials are good, if proper models can be obtained; but, as some iron-founders have on hand very appropriate patterns, we think it safe at least to recommend their use.

The *location* of a school-building is a matter deserving of attention; perhaps some innovation upon time-honored custom may be advisable. It has never been clearly explained why a school-house should be placed on the edge of a swamp, or on the top of a steep hill, nor has any one satisfactorily proved the advantage of locating it immediately beside the village graveyard. We would therefore, with due respect, advise that these heretofore favorite locations be abandoned, and that the building be placed on level, dry ground, and that it be as near as possible to the center of the neighborhood from which the children come. Sufficient ground should be secured to insure forever good ventilation and light. The light and ventilation which are sufficient for a residence are entirely inadequate to a room containing from thirty to eighty children, each of whom must be able, on the darkest day, to read at his seat fine print, and to breathe fresh air without going out of doors for it. It is well to have some shade-trees near the building, though a location in the edge of a forest, where the sun seldom warms or dries the ground, should be avoided. Care should of course be taken that the building is not placed near cattle-pens, pig-sties, stables, or other places from which offensive odors and impure air are constantly escaping.

The *condition of the grounds about the building* will largely modify its appearance. A school-yard in which every blade of grass has been trampled down will spoil the effect of the most perfectly designed and painted building. The ground immediately adjoining the building, therefore, should be neatly grassed, and for as great a width as practicable. Paths, for ingress and egress, should be cut through this space. The play-ground should be in the rear, and should not be allowed to encroach on the grassed surface. The monotony of a level surface of grass might with advantage be broken by groups or single plants of flowering shrubs or of evergreens. In most parts of the United States the forests contain evergreens and ornamental trees, which may be had for the trouble of digging up and transplanting. Most of the pines, cedars, spruces, firs, hemlocks, magnolias, dog-woods, &c., are at some or all seasons of the year ornamental, and as such are placed, often at great cost, in the handsomest grounds in the country. Our forests also abound in ornamental vines and creepers, which may be used with effect to cover fences, foundation-walls, &c. A small contribution from the pupils would effect the purchase of a few bulbs, seeds and roots, while a few moments of labor, subtracted from the school-hours of some of the "bad boys" would keep the whole in order, and would perhaps have on said boys a more salutary effect than would leafless twigs applied to uncongenial shoulders and palms.

For permission to use the three following views of country school-houses I am indebted to the kindness of J. W. Schermerhorn & Co. of New York City, 14 Bond Street, publishers of a valuable work on "School-Houses" by James Johonnot, from the last edition of which (1871) they are taken. This work, as well as the very valuable one on "School Architecture" by Hon. Henry Barnard, which has passed through several editions, and a copy of which was given a few years since to the school committee of every town in our State, also a similar work published some years since by the School Commissioner of the State of Pennsylvania, and a small "Manual on School-Houses and Cottages for the People of the South," by C. Thurston Chase, Superintendent of Education, Florida, are

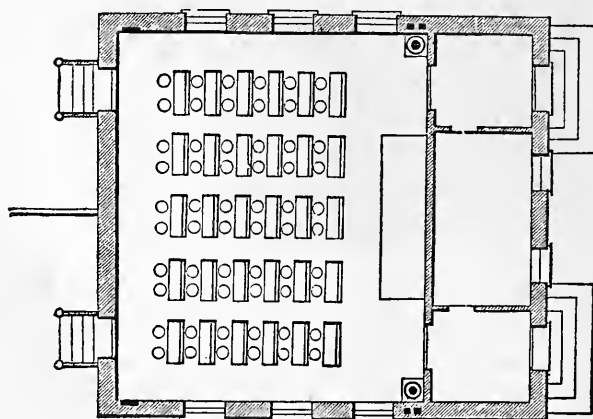
commended to those who desire to obtain works treating somewhat exhaustively on this subject.

Country schools generally need accommodations for from forty to eighty pupils. In the plan given on next page sixty seats are provided. The room is thirty-four by thirty-eight feet, and by slight changes in size it may be contracted or expanded. By adding three feet to the length, space is given for ten additional seats, and by making the building four feet narrower there would still be sufficient room for four rows of desks, accommodating forty-eight pupils.

In this design two entrances are provided in front, each of which opens into a room which is at once an entry-way and a lobby for clothes. The space between the two entry-ways can be used for recitations, and a room may be finished in the basement, or added to the rear, for the storing of fuel.

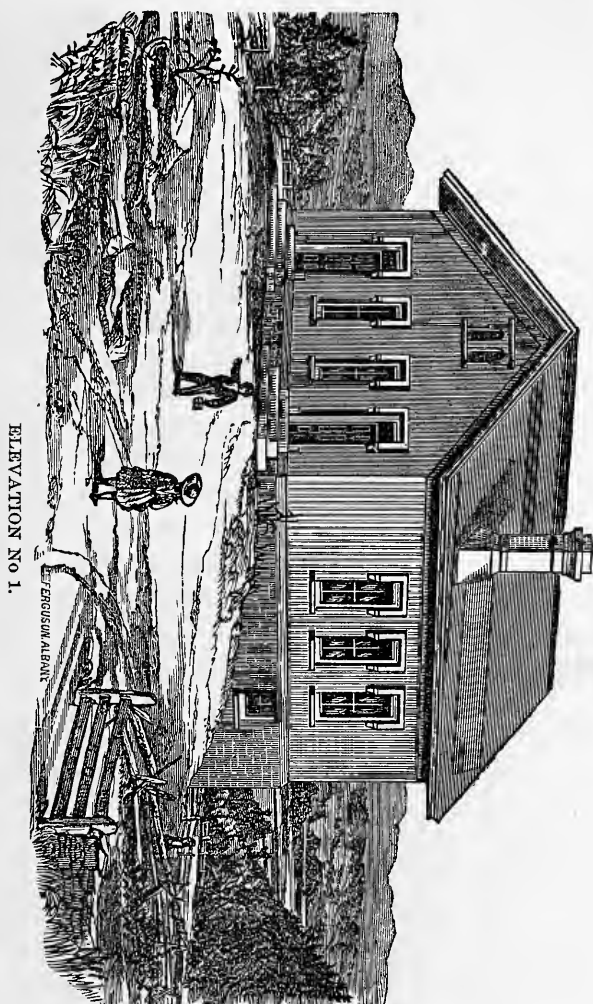
The design is well adapted to districts in which the attendance is large during one portion of the year and small at other times. The recitation-room gives an opportunity for the employment of an extra teacher when the school is crowded. The front and back walls of the school-room, between the two doors, should be occupied by blackboards. The stoves are placed in the front corners of the room and the ventilators in the opposite corners. This room is supplied with two back entrances opening respectively into the boys' and girls' playgrounds.

Elevation No. 1.—This elevation represents a plain but neat



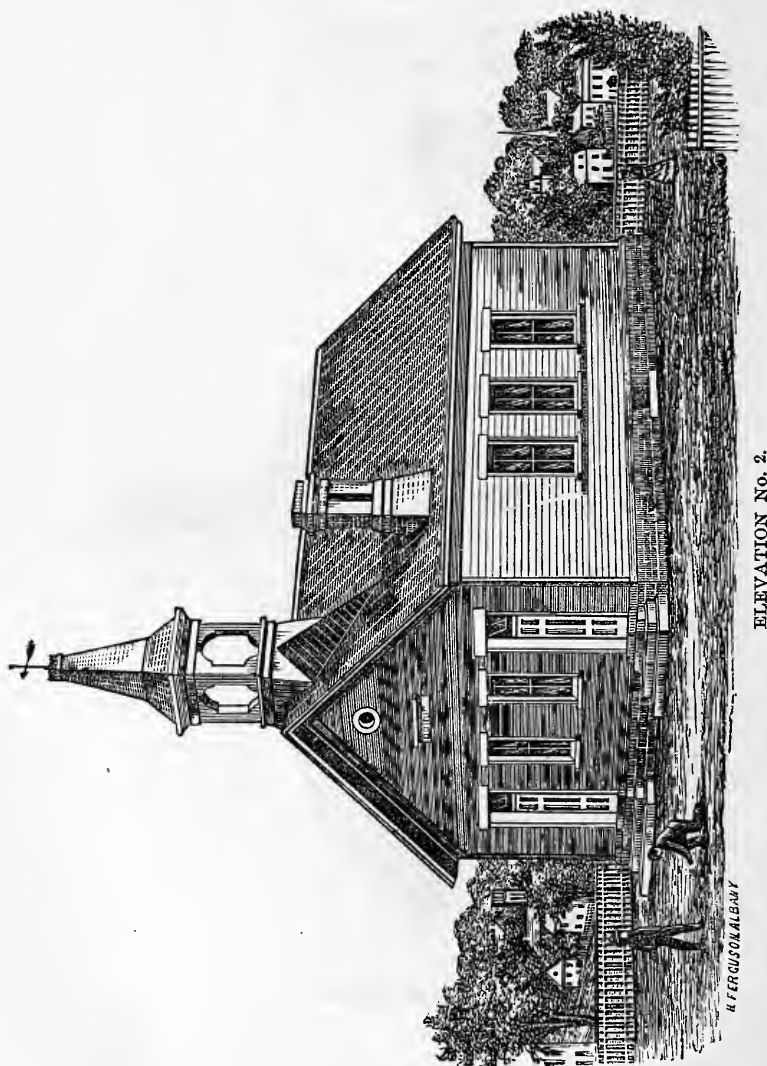
GROUND FLOOR.

and substantial building of wood. The roof has the plain, wide, projecting cornice and eaves which protect the walls of the building, and at the same time give it an appearance of comfort and solidity. The finish may be of battens, as in the



engraving, or it may be of clapboards, or substantially the same building may be made of brick. This elevation is represented as standing on a hillside which slopes downward and backward from the house. In situations of this kind the back entrance may be omitted, and the basement may be fitted up

for a wood-room. The nearly square form of this elevation, the perfectly plain finish, the arrangement of everything beneath a single roof, and the entire lack of ornamentation, render this one of the cheapest buildings which can be erected.



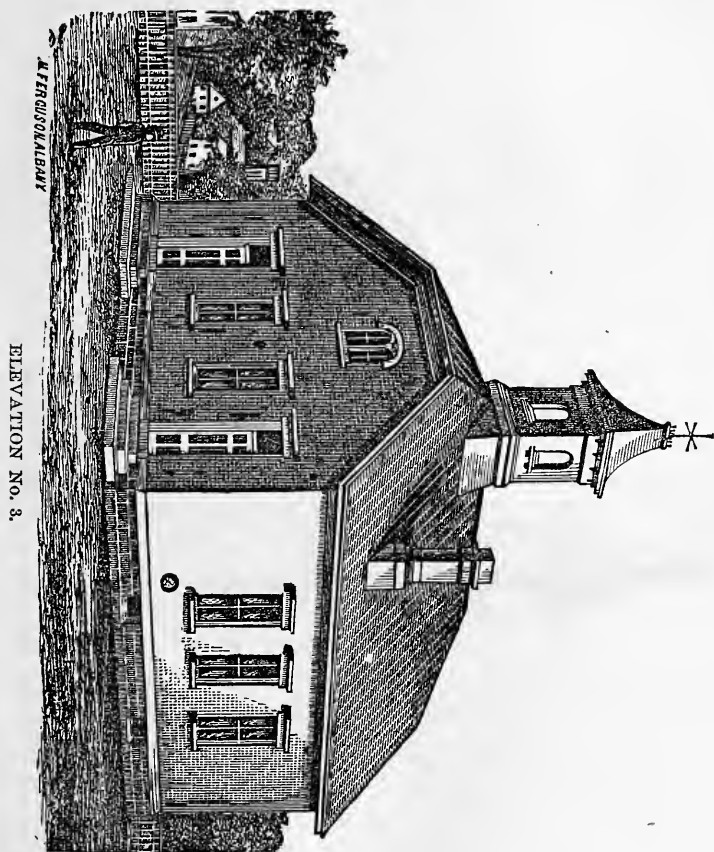
If anything cheaper is attempted it will be by the use of poor materials, by scrimping just proportions, or by diminishing the size, so as to deprive pupils of their due proportion of pure air, and of their freedom of movement. In either case the interests



of the school will suffer, and present saving will be effected at a fearful future cost to the children.

Elevation No. 2.—This is another very plain and cheap structure of wood, finished with clapboards. The bell-tower gives dignity to the building, but it may be omitted. The roof is the ordinary pitch and may be covered with slate or shingles.

In finishing wood structures in this manner, the clapboards



should be laid with but little exposure to the weather. This arrangement gives tighter joints, and makes the building much warmer. In some sections buildings designed for habitation are covered with a coating of tarred paper before the siding is laid, and this renders them almost air-tight. This covering is recommended for school-houses built in our northern climate, and in exposed locations. By its use the school-room will be

made more comfortable, and a large saving in fuel will be made.

Elevation No. 3.—This building, in form, is but a slight variation from No. 2. The corners of the gables have been cut off and the form of the cupola changed; but otherwise it is substantially the same. The finish in the engraving is made to represent brick, but wood or stone may be used.

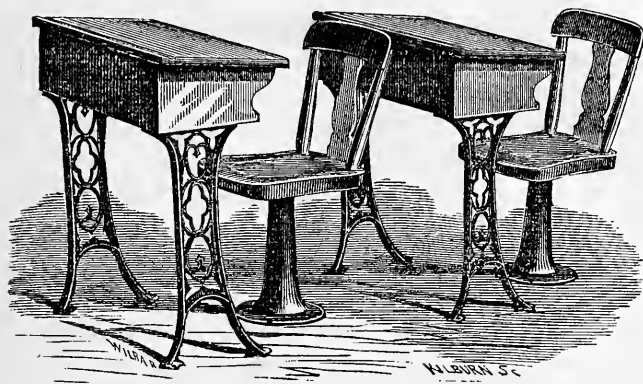
In the erection of brick walls care must be taken to have the walls hollow, or formed so that a space of air may be confined within them, otherwise the walls will be damp and the room unhealthy. The precaution should also be taken to have the foundation laid in hydraulic cement as high as the water-table to prevent the moisture of the ground from permeating the entire walls of the building. The effect of the moisture is not only deleterious to health, but combined with the action of frost, it has a tendency to crack and destroy the walls of the building.

[It was my purpose to add brief papers on the heating, ventilating, and furnishing of school-houses, but a very severe attack of pneumonia, incapacitating me from all labor, and from which I am only just beginning to convalesce as my Report is passing through the press, prevents me from carrying out this part of my plan. It has also prevented me from making some parts of my Report as satisfactory to myself as I might otherwise have done.]

*School-Furniture.*—On this important topic I shall speak very briefly. The next thing to having a good school-house is to have it well furnished. There is no better or surer way to make our schools popular, and to bring into them all of a proper school-age than to provide as good school accommodations as possible. Let the school-room be made attractive in these respects, and children would rather come to school than unnecessarily absent themselves.

The improvement in school-furniture, the last thirty years, has been quite equal to that in school-houses. I herewith present three pages of specimens of modern school-furniture, and a fourth page to show how the desks and chairs may be arranged in the school-room with reference to economy of space, and gen-

## INTERMEDIATE SCHOOL SINGLE DESK AND CHAIR.



No. 4.

No. 5.

They are graded of two different heights,—Nos. 4 and 5.

No. 4. Desk and Chair, for pupils from 8 to 10 years of age.

" 5. do. do. 6 to 8 do.

Length of desk, 1 foot 10 inches. Width of desk, 1 foot.

Space required for chair, between desks, 14 inches.

## No. 101.

## PRIMARY SCHOOL DESKS AND CHAIRS.



No. 5.

No. 6.

No. 7.

They are graded of three different heights,—Nos. 5, 6 and 7.

No. 5. Desk and Chair, for pupils from 6 to 8 years of age.

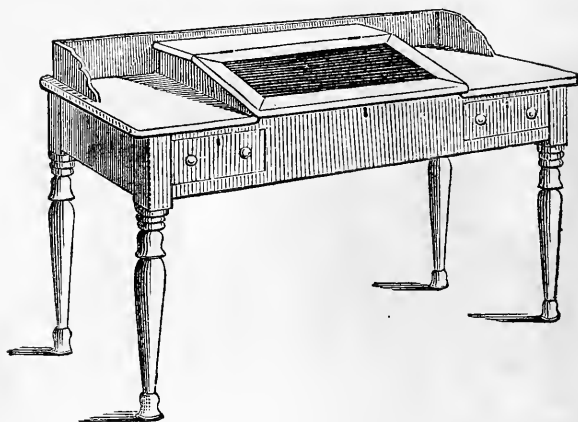
" 6. do. do. 5 to 6 do.

" 7. do. do. 4 to 6 do.

Length of desk, 1 foot 6 inches. Width of desk, 1 foot.

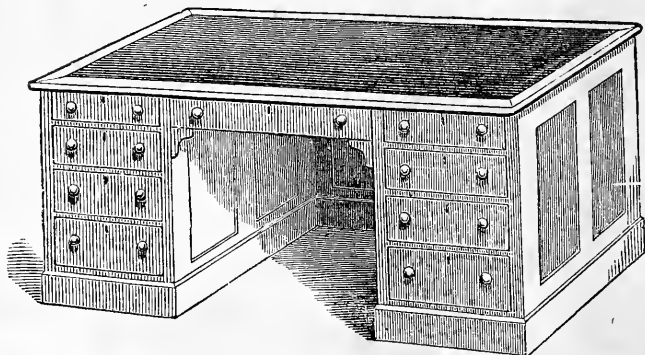
Space required for chair, between desks, 14 inches.

No. 139.



Two Drawers.

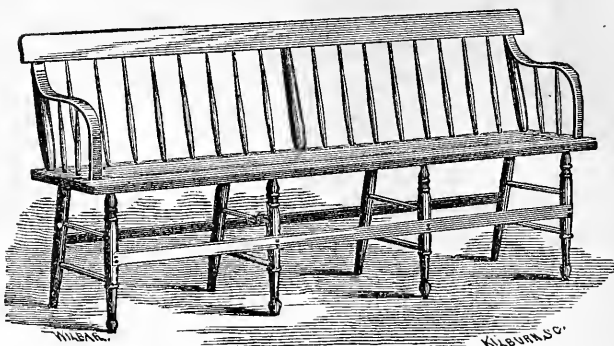
No. 159.



Nine Drawers and Table-top.

No. 150.

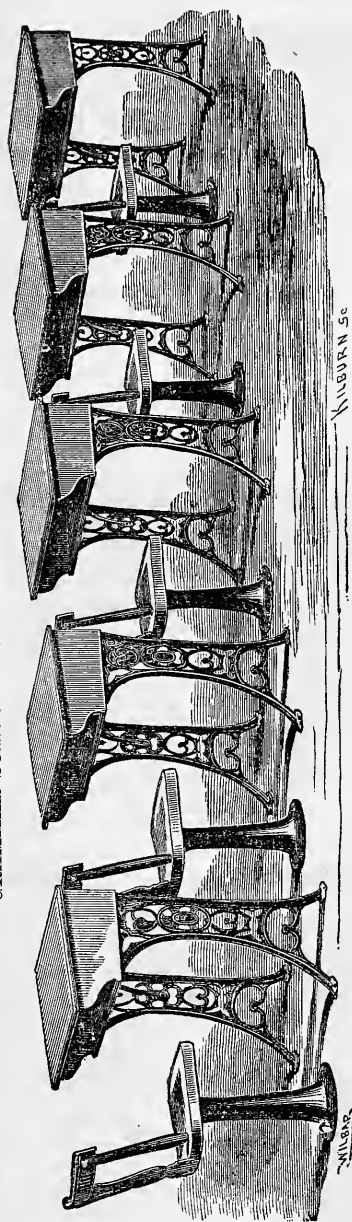
COMMON-SCHOOL SETTEE.



Height of Seat, 17 inches.

No. 110.

GRAMMAR SCHOOL SINGLE DESKS AND CHAIRS.



No. 1 Ex.

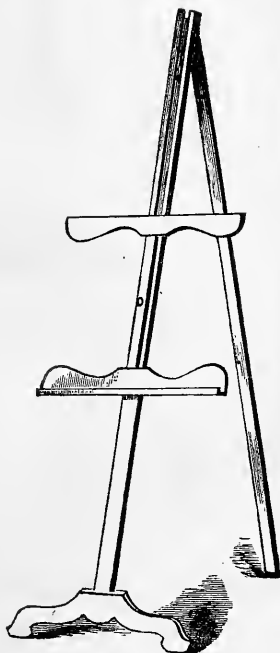
No. 1.

No. 2.

No. 3.

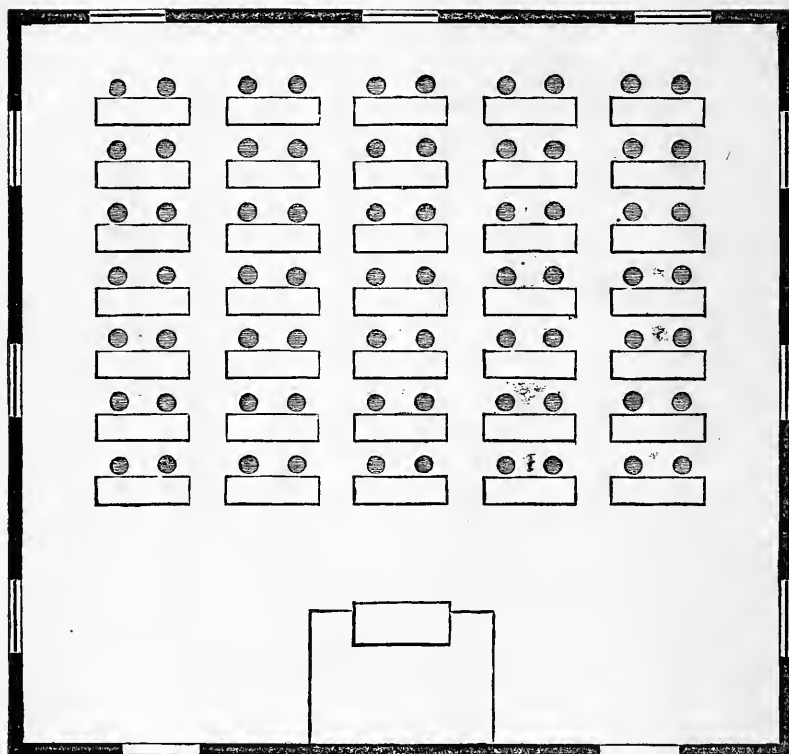
No. 4.

No. 123.



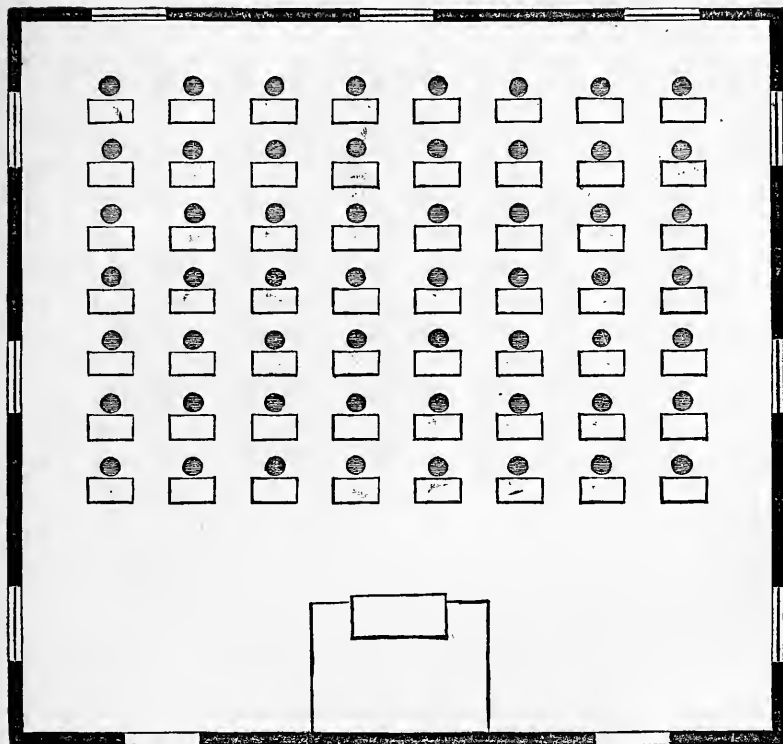
Music Chart or Tablet.

## PUPILS' DESKS AND CHAIRS.



No. 1.—The above diagram represents a school-room, 30 by 32 feet, arranged with thirty-five of Ross's double school desks and chairs, and will seat seventy scholars. The desks are four feet long and sixteen inches wide; the two side aisles are three feet wide, and the four centre aisles eighteen inches wide; the space between the desks, occupied by the chairs, is seventeen inches wide.

## PUPILS' DESKS AND CHAIRS.



No. 2.—The above diagram represents a school-room, the same size as No. 1, arranged with fifty-six of Ross's single desks and chairs. The desks are two feet long and sixteen inches wide, being the same width, and one-half the length as those in diagram No. 1. The two side aisles are two feet and nine inches wide, and the seven centre aisles eighteen inches wide; the space between the desks, occupied by the chairs, is seventeen inches wide.

eral effect, which is often a perplexing matter to those who have had no experience in the business.

The plates have been kindly furnished me by Mr. Joseph L. Ross, of Boston, the Nestor of school-furniture manufacturers, whose furniture is so widely and favorably known that no word of commendation from me seems necessary. I do most cordially, however, endorse all that is said in its favor. The extensive and costly contribution of specimens of his school-furniture which he has just sent to the Vienna Exposition, will be one of the most attractive features of the American Educational Department represented there, and will reflect credit, not upon him alone, but upon our country.

The *numbers* connected with these three pages of cuts correspond with the numbers in the catalogue or circular of school-house furniture, manufactured by Mr. Ross, which also contains a full description of his furniture, prices, &c. Copies of this can be obtained by addressing him.

Other manufacturers of school-house furniture in Boston are Messrs. Shattuck, and Haskell, and in New York City, Messrs. J. W. Schermerhorn & Co.

*Gentlemen of the Board:* I have omitted any allusion to my personal labors during the year, that I might not destroy the unity of my Report, and because having so often presented them in detail, and as they are substantially the same from year to year, it seemed to me unnecessary. To these labors I have devoted myself with as much ability and efficiency as I possess, and the experience of another year has given me a deeper sense of the importance of the duties which the legislature, through you, has devolved upon me, and of my obligation to discharge them with increased zeal and fidelity.

ABNER J. PHIPPS,  
*General Agent of the Board of Education.*

BOSTON, March, 1873.



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THIRTY-SIXTH ANNUAL REPORT  
OF THE  
SECRETARY OF THE BOARD.

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## SECRETARY'S REPORT.

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*Gentlemen of the Board of Education:—*

The Thirty-Sixth Annual Report of the Secretary is herewith presented. Your attention is invited to the following

### SUMMARY OF STATISTICS FOR 1871-72.

Number of cities and towns, . . . . .	342
All have made returns.	
Number of Public Schools, . . . . .	5,193
Increase for the year, . . . . .	117
Number of persons in the State between five and fifteen years of age, May 1, 1871, . . . . .	282,485
Increase for the year, . . . . .	4,236
Number of scholars of all ages in all the Public Schools dur- ing the year, . . . . .	276,602
Increase for the year, . . . . .	2,941
Average attendance in all the Public Schools during the year,	205,252
Increase for the year, . . . . .	3,502
Ratio of average attendance for the year to the whole number of persons between five and fifteen, expressed in decimals,	73
Number of children under five attending Public Schools, . .	2,825
Increase for the year, . . . . .	111
Number of persons over fifteen attending Public Schools, . .	23,211
Increase for the year, . . . . .	1,238
Number of towns that have made the provisions concerning truants required by law, . . . . .	127
Number of different persons employed as teachers of Public Schools during the year: males, 1,024; females, 7,419; total, . . . . .	8,443
Decrease of males, 25; increase of females, 233; total increase, . . . . .	208
Average length of Public Schools, . . . . .	eight mos., eight days.
Average wages of male teachers (including salaries of High School teachers) per month, . . . . .	\$85 09
Average wages of female teachers per month, . . . . .	32 39
Amount raised by taxation for the support of Public Schools, including only wages, fuel, care of fires and school-rooms, \$3,594,686 38	
Increase for the year, . . . . .	\$322,351.05

Income of funds appropriated for Public Schools at the option of the town, as surplus revenue and the tax on dogs, . . .	\$38,962 51
Voluntary contributions to prolong Public Schools, or to purchase apparatus, &c., . . . . .	\$14,745 37
Increase for the year, . . . . .	\$2,205.11
Amount of local school funds, the income of which can be appropriated only for schools and academies, . . . .	\$1,361,173 61
Income of the local funds appropriated for schools and academies, . . . . .	\$87,651 93
Income of the State School Fund paid to the cities and towns in aid of their Public Schools for the school-year 1871-72, .	\$87,356 39
Amount paid for superintendence of schools by school committees, and for school reports, . . . . .	\$109,734 30
Amount of salaries paid to superintendents of Public Schools, .	\$47,751 00
Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting school-houses, and of school-books, . . . . .	\$3,845,485 95
Increase for the year, . . . . .	\$324,975.60
Sum raised by taxes, including income of surplus revenue, of similar funds, and the tax on dogs (but exclusive of taxes for school edifices and superintendence), for the education of each child in the State between five and fifteen years of age, per child, . . . . .	\$12 86.3
Increase for the year, . . . . .	\$1.08
Percentage of the valuation of 1871, appropriated for Public Schools, including only wages of teachers, fuel and care of fires and school-rooms (two mills and forty-three hundredths), . . . . .	\$0.002-43
Increase for the year on valuation of 1865, \$0.000-82	
All the towns in the State have raised, by tax, the amount required by law (§3 for each person between five and fifteen), as a condition of receiving a share of the income of the State School Fund, except Gay Head.	
Amount expended in 1871 for erecting school-houses, . . .	\$1,328,268 22
Decrease for the year, . . . . .	\$383,805.69
Amount expended in 1871 for repairing school-houses, . . .	\$402,528 40
Increase for the year, . . . . .	\$55,749.01
Total expended for school-houses in 1871, . . . . .	\$1,730,796 62
Number of High Schools returned as such in towns not required by law to maintain them, . . . . .	44
Number of High Schools in cities and towns having five hundred families, and required by law to maintain such schools, .	132
Evening schools, kept in thirty-seven cities and towns; number of teachers, 360; average attendance, 5,000; expense, \$46,624.68.	
Schools in State Charitable and Reformatory Institutions,—number, 18; teachers, 25; number of different pupils, 1,148; average attendance, 735; number between five and fifteen, 475; number over fifteen, 348; expense, \$2,746.84.	

Number of Incorporated Academies returned, . . . . .	58
Average number of scholars, . . . . .	4,265
Increase for the year, . . . . .	1,320
Amount paid for tuition, . . . . .	\$175,185 73
Increase for the year, . . . . .	\$60,049.58
Number of Private Schools and Academies, . . . . .	463
Increase for the year, . . . . .	35
Estimated average attendance, . . . . .	13,687
Increase for the year, . . . . .	1,243
Estimated amount of tuition paid, . . . . .	\$423,186 50
Increase for the year, . . . . .	\$16,753.65
Amount of <i>taxes</i> paid to maintain Public Schools alone,—	
For wages, fuel, care of fires and school-rooms, repairing and erecting school-houses, supervising schools, printing school reports, providing apparatus, and instruction of children in reformatory institutions and almshouses, . . . . .	\$5,476,927 65
For each person in the State between five and fifteen years of age, . . . . .	\$19 39
For each man, woman and child in the State, . . . . .	\$3 76
A percentage on the State valuation of 1871 of . . . . .	\$0.003-65

If to the above amount raised by taxation there are added voluntary contributions, income of funds, tuition paid in Private Schools and in Academies, appropriations by the legislature for Normal Schools, Teachers' Institutes and Associations, printing, salaries and expenses of the Secretary, Agents and members of the Board of Education, &c., not including interest of money invested in school-buildings, and the cost of school-books, nor the expense of professional and scientific schools, and of colleges, the amount expended during the year for popular education is \$6,350,000, or for each person between five and fifteen, the sum of \$22.85, and for each person of the entire population of the State, the sum of \$4.36.

#### LIBRARIES.

In their last annual returns the school committees returned not only the schools, but the public and social libraries of the State. They were directed to return as public libraries, those which were aided, or in part supported, by a tax on the ratable property of the town, according to the General Statutes, chap. 33. They were also requested to return social libraries—all other libraries not belonging to private individuals or Sabbath-schools. In some instances they have included in free public libraries, those requiring a tax on private individuals for membership, or

for use of books, or supported and made free by donations, when no tax had been assessed upon the property of the town, which was contrary to their directions.

*Public Libraries, as reported in April, 1872.*

TOWN OR CITY.	No. of Free Pub. Libraries sup- ported or aided by tax, accord- ing to U. S. Stat., chap. 33.	Number of Vol- umes in 1872.	Additions in 1871.	Number of Vol- umes delivered in during the year.
Boston, . . . . .	1	187,000	15,000	350,000
Chelsea, . . . . .	1	5,179	770	39,250
Beverly, . . . . .	1	5,478	284	9,830
Lynn, . . . . .	1	14,898	1,770	59,743
Manchester, . . . . .	1	1,850	930	—
Nahant, . . . . .	1	1,400	—	500
Newburyport, . . . . .	1	13,698	437	30,000
Rockport, . . . . .	1	830	365	—
Ayer, . . . . .	1	140	—	—
Belmont, . . . . .	1	1,700	219	3,550
Brighton, . . . . .	1	8,657	1,300	—
Burlington, . . . . .	1	890	5	1,049
Charlestown, . . . . .	1	13,560	1,951	63,683
Concord, . . . . .	1	6,775	395	—
Framingham, . . . . .	1	4,962	275	10,241
Groton, . . . . .	1	1,991	9	1,479
Lexington, . . . . .	1	2,791	928	8,432
Lincoln, . . . . .	1	—	—	—
Lowell, . . . . .	1	15,245	617	48,177
Marlborough, . . . . .	1	2,842	599	21,018
Medford, . . . . .	1	4,626	471	14,506
Melrose, . . . . .	1	1,504	—	19,000
Natick, . . . . .	1	—	204	12,486
Reading, . . . . .	1	2,693	206	14,386
Sherborn, . . . . .	1	1,660	114	3,700
Stoneham, . . . . .	1	4,170	380	20,630
Wakefield, . . . . .	1	4,152	584	20,461
Waltham, . . . . .	1	6,764	527	34,854
Watertown, . . . . .	1	5,902	501	13,563
Wayland, . . . . .	1	4,082	84	4,135
Westford, . . . . .	1	1,953	167	2,409
Weston, . . . . .	1	3,000	166	5,808
Winchester, . . . . .	1	2,605	255	8,645
Woburn, . . . . .	1	4,811	470	15,209
Barre, . . . . .	1	1,661	150	4,000
Bolton, . . . . .	1	1,200	100	1,412
Brookfield, . . . . .	1	3,230	533	8,800
Fitchburg, . . . . .	1	9,385	609	54,772
Grafton, . . . . .	1	2,432	150	11,475
Harvard, . . . . .	1	1,500	6	83
Lancaster, . . . . .	1	3,606	645	7,000
Leicester, . . . . .	1	2,600	222	3,954
Leominster, . . . . .	1	5,100	550	17,290

*Public Libraries.*—Continued.

TOWN OR CITY.	No. of Free Pub- lic Libraries sup- ported or aided by tax, accord- ing to G. Stat., chap. 39.	Number of Vol- umes in 1872.	Additions in 1871.	Number of Vol- umes delivered in during the year.
Lunenburg, . . . . .	1	1,349	126	2,865
Milford, . . . . .	1	3,649	243	22,450
Millbury, . . . . .	1	1,740	260	—
Oxford, . . . . .	1	1,400	—	7,000
Phillipston, . . . . .	1	2,462	143	7,057
Rutland, . . . . .	1	549	107	1,805
Southborough, . . . . .	1	3,002	361	5,768
Southbridge, . . . . .	1	3,100	2,000	—
Spencer, . . . . .	1	1,550	214	4,545
Sterling, . . . . .	1	980	—	4,222
Westborough, . . . . .	1	1,500	200	10,000
Winchendon, . . . . .	1	1,760	260	8,836
Worcester, . . . . .	1	23,500	—	62,954
Easthampton, . . . . .	1	3,572	338	13,472
Hatfield, . . . . .	1	1,300	125	8,700
Northampton, . . . . .	1	8,000	600	15,888
Chicopee, . . . . .	1	3,000	—	—
Holyoke, . . . . .	1	3,995	2,065	22,000
Springfield, . . . . .	1	31,000	—	—
West Springfield, . . . . .	1	1,200	236	2,500
Bernardston, . . . . .	1	2,625	120	9,750
Orange, . . . . .	1	2,170	333	12,500
Rowe, . . . . .	1	649	42	502
Sunderland, . . . . .	1	1,467	88	1,750
Warwick, . . . . .	1	610	140	1,400
Stockbridge, . . . . .	1	3,300	111	8,448
Brookline, . . . . .	1	14,448	1,583	17,389
Dedham, . . . . .	1	3,400	—	—
Foxborough, . . . . .	1	1,276	594	7,944
Franklin, . . . . .	1	350	160	1,940
Milton, . . . . .	1	4,200	347	15,500
Quincy, . . . . .	1	5,798	—	—
Randolph, . . . . .	1	1,000	600	—
Fall River, . . . . .	1	9,317	1,029	33,249
New Bedford, . . . . .	1	26,000	2,500	40,270
Taunton, . . . . .	1	10,180	1,130	—
Hingham, . . . . .	1	4,500	350	9,742
North Bridgewater, . . . . .	1	3,000	180	26,000
Plymouth, . . . . .	1	3,000	—	—
Total, . . . . .	82	564,479	50,130	1,345,179

Number of cities and towns, eighty-two.

*Social Libraries, as reported April, 1872.*

TOWN OR CITY.	No. of Libraries.	No. of Volumes.	TOWN OR CITY.	No. of Libraries.	No. of Volumes.
Boston, . . . . .	26	271,610	Amherst, . . . . .	3	717
Chelsea, . . . . .	4	4,000	Belchertown, . . . . .	1	275
Amesbury, . . . . .	2	2,865	Chesterfield, . . . . .	2	500
Andover, . . . . .	3	33,000	Cummington, . . . . .	2	400
Bradford, . . . . .	1	750	Hadley, . . . . .	2	1,000
Georgetown, . . . . .	1	3,861	Ware, . . . . .	1	800
Gloucester, . . . . .	1	4,000	Brimfield, . . . . .	1	600
Haverhill, . . . . .	1	4,000	Granville, . . . . .	1	600
Lawrence, . . . . .	3	15,000	Monson, . . . . .	2	1,800
Lynn, . . . . .	6	3,634	Southwick, . . . . .	1	225
Middleton, . . . . .	1	500	Wales, . . . . .	1	500
Peabody, . . . . .	1	15,000	Westfield, . . . . .	1	5,540
Rowley, . . . . .	1	300	Wilbraham, . . . . .	4	2,025
Salem, . . . . .	12	52,300	Ashfield, . . . . .	1	1,500
Swampscott, . . . . .	1	1,600	Buckland, . . . . .	1	3,517
Wenham, . . . . .	1	380	Conway, . . . . .	1	627
Arlington, . . . . .	1	2,539	Deerfield, . . . . .	2	2,400
Ashby, . . . . .	3	403	Greenfield, . . . . .	1	3,400
Billerica, . . . . .	1	400	Northfield, . . . . .	1	1,400
Cambridge, . . . . .	23	196,804	Shelburne, . . . . .	1	3,789
Chelmsford, . . . . .	2	1,500	Adams, . . . . .	2	2,831
Lowell, . . . . .	4	14,800	Cheshire, . . . . .	1	1,251
Maynard, . . . . .	1	500	Dalton, . . . . .	1	1,000
Marlborough, . . . . .	1	1,380	Egremont, . . . . .	1	200
Natick, . . . . .	1	—	Gt. Barrington, . . . . .	1	1,000
Newton, . . . . .	4	15,000	Lee, . . . . .	1	300
Pepperell, . . . . .	1	400	New Marlborough, . . . . .	1	200
Shirley, . . . . .	2	—	Savoy, . . . . .	1	50
Sudbury, . . . . .	1	4,500	Sheffield, . . . . .	1	284
Woburn, . . . . .	1	550	Williamstown, . . . . .	1	120
Ashburnham, . . . . .	2	1,250	Bellingham, . . . . .	1	201
Barre, . . . . .	1	209	Foxborough, . . . . .	1	300
Berlin, . . . . .	1	200	Franklin, . . . . .	1	1,300
Blackstone, . . . . .	1	3,000	Medfield, . . . . .	1	500
Boylston, . . . . .	1	367	Medway, . . . . .	1	1,200
Clinton, . . . . .	1	4,500	Milton, . . . . .	1	1,900
Douglas, . . . . .	1	600	Needham, . . . . .	1	400
Gardner, . . . . .	1	1,500	Norfolk, . . . . .	1	100
Hubbardston, . . . . .	1	1,100	Randolph, . . . . .	1	600
Northbridge, . . . . .	1	2,300	Sharon, . . . . .	1	400
Oakham, . . . . .	1	220	West. Roxbury, . . . . .	1	2,000
Southbridge, . . . . .	1	1,800	Weymouth, . . . . .	2	1,000
Sturbridge, . . . . .	1	450	Wrentham, . . . . .	1	250
Sutton, . . . . .	1	200	Attleborough, . . . . .	2	1,350
Webster, . . . . .	1	900	Dighton, . . . . .	1	650
West Brookfield, . . . . .	1	600			
Worcester, . . . . .	5	40,000			

*Social Libraries—Continued.*

TOWN OR CITY.	No. of Libraries.	No. of Volumes.	TOWN OR CITY.	No. of Libraries.	No. of Volumes.
Freetown, . . .	1	300	South Scituate, . .	1	100
Norton, . . .	1	214	Brewster, . . .	1	1,200
Seekonk, . . .	1	1,000	Orleans, . . .	1	1,000
Bridgewater, . .	2	300	Yarmouth, . . .	3	2,200
Hanover, . . .	1	550	Edgartown, . . .	1	560
Hingham, . . .	3	2,350	Nantucket, . . .	1	4,500
Kingston, . . .	1	135	Total, . . .	213	777,569
Marion, . . .	1	745			
Middleborough, .	1	300			
Plympton, . . .	2	341			

Total number of cities and towns, 108.

According to returns in 1860, there were forty-five free public libraries, containing 201,706 volumes, with annual additions of not less than 22,000 volumes, and delivering annually over 500,000 volumes. In 1866, there were returned fifty public libraries, with 345,588 volumes, annual additions of 19,995 volumes, and with an annual delivery of 886,172 volumes. According to returns of 1872, there were eighty-two free public libraries in eighty-two cities and towns, containing 564,479 volumes; with an addition in 1871 of 50,130 volumes, and delivering during the year, 1,345,179 volumes.

Of social libraries there were, in 108 cities and towns, 213, containing 777,569 volumes.

Total number of volumes in libraries returned, 1,342,048, exclusive of private and Sabbath-school libraries.

## DEAF MUTES.

The number of pupils aided by the Commonwealth in the several institutions on the first of January, 1873, is as follows:—

In the American Asylum at Hartford, . . . . .	68
Admitted in 1872, . . . . .	19
In the Clarke Institution at Northampton, . . . . .	44
Admitted in 1872, . . . . .	7
In the Boston School for Deaf-Mutes, . . . . .	45
Admitted in 1872, . . . . .	9
Whole number in the Schools, . . . . .	157



The sums paid to the several institutions in 1872 in support of the state pupils are as follows :—

To the American Asylum, . . . . .	\$14,665 51
To the Clarke Institution, . . . . .	9,180 65
To the Boston School, . . . . .	4,107 45
Total, . . . . .	<u>\$27,953 61</u>
Balance of appropriation for the year, . . . . .	2,046 39

The following extracts from the last annual report of Edward C. Stone, the principal of the Asylum, will be read with interest :—

The census of 1870 gives us the following information in regard to the deaf and dumb. The total number in the United States is sixteen thousand two hundred and five, a proportion of one in two thousand three hundred and seventy-eight of population. Ninety-six of these are also blind ; fifty-nine are also insane ; one hundred and forty are also idiotic ; seven are also blind and insane ; eleven are blind and idiotic. In the census of 1860, the proportion was one in two thousand two hundred and seventy-five.

In 1870 there were one thousand six hundred and fifty-four deaf-mutes in New England,—nine hundred and seventeen males, and seven hundred and thirty-seven females. The proportion is one in two thousand and forty-eight. In 1860 it was one in two thousand one hundred and eleven. The reports of various deaf and dumb institutions complain that the census is inaccurate, and state that many mutes are known to have been overlooked and omitted, and that the actual number is considerably larger than the census states it to be.

The statistics for New England are as follows :—

STATES.	Total.	Males.	Females.	Five to Twenty Years.	At School.	Not at School.
Maine, . . . . .	351	186	165	125	53	72
New Hampshire, . . . . .	188	103	85	54	19	35
Vermont, . . . . .	167	88	78	56	19	37
Massachusetts, . . . . .	656	376	280	313	181	132
Rhode Island, . . . . .	71	47	24	28	9	19
Connecticut, . . . . .	221	117	104	84	52	32
Total, . . . . .	1,654	917	737	660	333	327

A new system of teaching articulation has recently been brought into notice in this country, by Mr. A. Graham Bell of England, but lately of Canada, who says of its history :—

“The system of ‘Visible Speech’ was invented by my father, Mr. A. Melville Bell, professor of vocal physiology, and it constitutes a new species of phonetic writing, based not upon sounds, but upon the actions of the vocal organs in producing them. The plan originated fully a quarter of a century ago. The idea conceived was that of representing the sounds of all languages by means of one alphabet, the characters of which should reveal to the eye the organic formation of the sound. Although my father’s professional duties as a corrector of the defects of utterance, directly favored the study of the organic formation of sounds, still the difficulties in the way of carrying out the idea were so great, that it was not until 1864 that the plan took definite shape. Then, indeed, a scheme of letters was produced which claimed to be so perfect as to represent *any sound the human mouth could utter.*”

In 1869 the first attempt was made, in England, to apply the system to the instruction of deaf-mutes. Mr. Bell, speaking of its application, says :—

“The system does not interfere with any existing plan of education. Visible Speech takes *no part* in the contest between articulation, on the one hand, and signs and manual alphabets on the other. In presenting his system for adoption, all that the inventor means to say is this : ‘Here is a means by which you can obtain perfect articulation from deaf-mutes ; *make what use of it you choose.*’ He places the *tool* in the hands of teachers, with general directions how to use it.

“Visible Speech is not *necessarily* associated with lip-reading. There is no doubt that, in schools where lip-reading is employed, the symbols will materially assist the pupils by showing them *what to look for* in the mouths of hearing persons, but this is apart from its greater sphere of usefulness as a means of communicating articulation.

“Visible Speech does not profess to teach the deaf to *modulate their voices* ; it deals with articulation pure and simple.

“There is no doubt that, by means of the symbols, the quality or ‘timbre’ of the voice may be influenced ; and future experiments will show how far a harsh and disagreeable voice may be made soft and pleasing by means of them.

“Deaf-mutes may be taught to modulate their voices, and to read with expression, by means of an (at present) unpublished development of Visible Speech, which aims at representing pictorially the changes of the voice in regard to force, duration and pitch. This system constitutes an elocutionary, and, in its fullest development, a musical notation, accomplishing for the throat what Visible Speech does for the mouth.

"We all know that our deaf-mute pupils give on the play-ground and elsewhere *perfectly natural inflections*. They laugh and cry like other children. The problem is to make them *conscious* of the movements of their voices. Experiments in the Boston school have proved that this can be done.

\* \* \* \* \*

"Analogy reveals the cause of the only partial success that has hitherto attended the efforts to teach articulation to the congenital deaf-mute. The attempt to make him utter words and sentences, *from the very outset of his education*, can only be productive of imperfect articulation. It will be difficult, and in many cases impossible, to correct afterwards the defects engendered by too great anxiety for progress on the part of his teacher.

"The mouth must be educated to produce sounds before the difficulties of spoken language can be successfully grappled with. By means of the symbols the elementary sounds may be combined in all sorts of ways to form *senseless* compounds analogous to syllables, words, and sentences. These should be uttered at first very slowly; then, by degrees, faster and faster, until the power of correct and rapid utterance has been attained. Then, and not till then, will it be safe to introduce articulation with sense attached."

The attention of educators has been called to this system, by the lectures delivered by the inventor during the last three years in various cities of the United States, and much interest has been awakened in it. It has been introduced and adopted in the schools for deaf-mutes at Boston and Northampton, and is to be tried in others. Its success thus far has been highly commended by the press, and by various testimonials. Mr. Bell has been engaged to spend a short time at the Asylum, to impart his system and to put it in practice, among classes of both congenital and semi-mutes. He commenced his labors upon the first of May, and the result will be regarded with much interest.

Of the use of the method of Mr. Bell in the Asylum, Mr. Stone in a note to myself, says:—

"We are giving instructions in articulation by Mr. Bell's method as an accomplishment. We consider it better than former methods, but cannot yet speak as to the result with congenital mutes."

#### *Time of Admission.*

The time for admitting pupils is the *second Wednesday of September*, and at no other time in the year. Punctuality in this respect is very important, as it cannot be expected that the progress of a whole class

should be retarded on account of a pupil who joins it after its formation. Such a pupil must suffer the inconvenience and the loss.

It is earnestly recommended to the friends of the deaf and dumb, to have them taught to write a fair and legible hand before they come to the Asylum. This can be easily done, and it prepares them to make greater and more rapid improvement.

The pupil should be *well clothed*; that is, he should have both summer and winter clothing enough to last one year, and be furnished with a list of the various articles, each of which should be marked. A small sum of money, not less than five dollars, should also be deposited with the steward of the Asylum, for the personal expense of the pupil not otherwise provided for.

I give also extracts from the report of the Clarke Institution instead of the entire report heretofore printed with the reports of the Board.

The financial condition of the Clarke Institution may be learned in detail from the statement appended to this report. It is regarded as good, and we look forward to the day, now not far distant, as we hope, when by the payment of our debt, incurred in constructing and improving the buildings on the estate of the Institution, we shall be enabled to apply the income of the permanent fund more entirely to the current expenses of the school, and thus reduce the cost of tuition and board considerably below the present rates. The income from the fund the past year has been \$15,428.87, of which nearly two-fifths (\$5,933.87) was expended in paying the interest and reducing the principal of the debt, and about \$2,000 more in enlarging and improving our buildings. These are now in such condition that they will not need any large outlay in future except for repairs, and the debt can therefore be still more rapidly extinguished. The current expenses of the school itself may be estimated hereafter at from \$16,000 to \$20,000 a year, and of this the income of the fund will soon, we trust, enable us to pay two-thirds; leaving no more than \$6,000 annually to be paid for the board and tuition of pupils by those who are responsible for their education. This will materially diminish the cost to the State of instructing its deaf-mute pupils in the Clarke Institution; a result in which its corporation take a deep interest; since it has ever been our wish to diminish the cost to the public, while increasing the excellence of deaf-mute instruction. Could a school similar to this at Northampton be endowed and chiefly supported by private munificence in the eastern part of the Commonwealth, the cost to the state treasury for each of its pupils then instructed in Massachusetts probably need not

exceed \$100 a year, the sum now paid for tuition alone at the excellent public school in Boston.

The whole number of deaf-mute children in Massachusetts who ought to be at school is probably more than 225 ; the number actually at school in the Clarke Institution, the Hartford Asylum and the Boston day-school is now about 160. It would therefore seem proper, since the Clarke Institution will soon be unable to receive all, even of the Massachusetts pupils who apply for admission, that some just and convenient system of classifying the state pupils, so that they may be admitted and kept at the school best fitted for them, should be devised and early put in practice.

It has never been maintained by the managers of the Clarke Institution that the method of instruction adopted here is equally applicable to all deaf-mutes. Our desire and purpose is to find out the limits of the class for which it is the best method, and to restrict our efforts to this class, since we cannot undertake, in so small a school, the education of all deaf-mutes who may apply for admission. When our school list is full, as in all probability it soon will be, it will be necessary to decline receiving pupils, and it will be our intention in choosing from the applicants presenting themselves, to take those who can be equally well, or better taught here than elsewhere ; and to discharge or transfer to other schools, if desired, those who can better be instructed elsewhere ; as soon as experience has shown which they are. Such a course is best for the pupils and best for the efficiency of the school ; nor does it imply that any invidious or unreasonable selection will be made among the candidates presenting themselves, or the pupils already in school.

Our experience with "visible speech" has been too limited at this date (Oct. 1st, 1872) to enable us to pass conclusive judgment upon it in all its bearings ; but its use so far has been exceedingly encouraging and promises well for the future. Greater and better results have been attained with new pupils than were possible by the German method. On the part of advanced pupils, too, some defects in articulation have been corrected which imitation had failed to correct. We are unable to foresee any good reason why Mr. Bell's system should not be a success. It need not interfere essentially with mental culture. Its very symbols are a lesson in physiology, and the application of those symbols necessitates intellectual activity. Here is mental culture at the outset. It is also highly auxiliary to lip-reading. Farther than this, it disturbs no one's partiality for any particular medium of mental instruction. Those who prefer signs, can use signs ; and those who prefer the English language, can use the manual alphabet or writing, till the pupil's oral attainments become available in the recitation-room. It may be doubted, however, whether pupils addicted

to signs will be as likely to retain speech after graduating, as will those who made it their dependence while at school.

Most of the arrangements and appliances of the Clarke Institution prove very satisfactory. Its domestic regime approximates that of a well regulated private family. Boys and girls have their separate dormitory buildings and play-grounds, but come together in the school and dining rooms. Each pupil has a separate bed, and in most cases a separate room. All are required to make their own beds and keep their own rooms in order. The younger pupils are taught to use the needle; the older girls, to make and mend clothing; and the older boys find some employment on farm or garden, with rudimentary exercises in the use of carpenters' tools. A well digested plan for teaching them trades remains to be devised. At table, each pupil has his or her own place, plate, knife, fork and napkin. The teachers partake of the same food at the same time, and are distributed among the pupils to supply their wants, inculcate good breeding, and encourage cheerful social intercourse. All is homelike, and with trifling exceptions, good health has prevailed throughout the year. Distinguished visitors from our own and foreign countries, have evinced a deep interest in our institution, and have uttered words of cheer.

The following extracts are from the report of Miss Rogers, of her recent visit to European institutions :—

I was glad to see no apparent desire to build up mammoth institutions, the largest number of pupils I found in any German school not exceeding one hundred and thirty, and in any English school, one hundred and forty, except at the institution at Old Kent Road, where there were three hundred and twenty-eight, including about fifty pupils in the branch school at Margate.

The average age of pupils is, I should judge, considerably less than in our American institutions; partially owing perhaps, on the continent at least, to the custom of children's being "confirmed" from fourteen to sixteen or seventeen years of age and seldom remaining at school after that rite has been performed. Indeed, one great aim in their education seems to be to fit them to receive confirmation intelligently.

Probably another reason for leaving school so young is that trades are seldom taught at the institutions, and as in Germany, to receive patronage one must serve a full apprenticeship, he cannot afford a longer time at school. Here I would mention that at the Rotterdam school, during the last two or three years of the course, the boys are apprenticed by the institution to trades in the city, and devote their afternoons to that work. One boy about to graduate whom I saw

there, had learned his trade and was already receiving a small weekly compensation.

This arrangement seems much more satisfactory than that which obtains generally in Europe, of learning the trade after leaving school, or than that found in America, of learning it at the institution, as the boys are not forced to leave school so young, and have the opportunity of mingling with hearing people while learning their trade; a point gained, since the less closely persons possessing the same peculiarities or deficiencies are associated, the better.

To institute a just comparison between the schools on the continent and those in America seems to me almost impossible. What American visiting those schools knows the language there taught as he knows his native tongue? He may understand others and make himself understood, but does he know the peculiarities of the language, its nice shades of meaning and its construction, nearly as well as he knows his own? How then can he compare the attainments of pupils using the two languages?

A limited knowledge of the language of the country may serve in comparing schools using the same language. Among the continental schools, those of Mr. Lehfeld, a private institution in Vienna, of Mr. Deutsch at the Jewish institution in the same city, of Mr. Roessler in Osnabrück and of Mr. Hirsch in Rotterdam, stand deservedly high. They are mentioned in the order visited. Of the school at Zurich, it being Easter vacation, I saw too little to justify a comparison with other schools, but the little I there saw impressed me very favorably, and would seem to warrant its high reputation. Here were three lady teachers, and the director thought when a vacancy occurred in his staff he should fill it with a lady rather than with a gentleman. In Germany I found no institution employing a lady teacher in its intellectual department.

On careful inquiry as to whether children improved or lost in articulation after leaving school, no instance was given of a child's wholly losing its speech. Some said children spoke more, though not as well, but read the lips better. Others said it depended upon how they were situated after leaving school. Again others said decidedly that they improved both in speaking and lip-reading. Mr. Hirsch of Rotterdam bore this testimony, that of the one hundred and sixteen pupils who had left his institution, one hundred spoke more and better, understood language and read from the lips better after leaving school than at the time of leaving. The remaining sixteen, through sickness, death or weak-mindedness, had failed to reach that result.

*School Terms and Time of Admission.*

There are two terms in the year, of twenty weeks each; the first commencing on the third Wednesday of September, with a vacation of four weeks in winter; the second commencing on the first Wednesday of March, with a summer vacation of eight weeks. Pupils cannot spend the vacations at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal for incidental expenses.*

Application for admission to either school by the aid of the Commonwealth should be made to His Excellency the governor, or to the Secretary of the Board of Education, before the 20th of July.

Extracts from the reports of the school committee and the superintendent of schools of Boston, will be found in School Committees' Reports, printed herewith, pages 174, 187.

## TEACHERS' INSTITUTES.

Teachers' Institutes have been held during the year as follows :—

	Number attending.
At Barre, for 5 days, commencing October 11, . . . .	106
At Gloucester, for 5 days, commencing October 14, . . . .	144
At Wakefield, for 5 days, commencing October 21, . . . .	140
At Williamstown, for 5 days, commencing October 28, . . . .	242
At Chester, for 3½ days, commencing November 5, . . . .	65
At Southbridge, for 5 days, commencing November 11, . . . .	95
At Bernardston, for 5 days, commencing November 18, . . . .	116
At Barnstable, for 5 days, commencing December 2, . . . .	102
Whole number attending, . . . . .	1,010
Average, . . . . .	126

The above is an approximate statement of the numbers in attendance. In some instances it was difficult, for several reasons, to get every name registered, chiefly because some from the neighboring towns had permission to close their



schools for two days only, and occasionally for but one, and being present during this short time, and leaving before the close of the Institute, neglected to register their names. With one or two exceptions the above numbers represent those whose names are registered, and the aggregate is really larger than the number given. At Williamstown, a large number of the college students attended nearly all the exercises, and took an active interest in them. The college recitations were suspended for two days, and the college officers as well as the students, attended the sessions of the Institute. The shorter session at Chester, and the smaller number in attendance, are owing to the fact that the Institute was held there during the week of the presidential election, commencing on the evening of election day, and the number of teachers in the neighboring towns is comparatively small.

A very large proportion of those in attendance at all the Institutes were practical teachers, many of them having taught for long periods. Others were expecting soon to teach, and frequently members of the school committees from adjacent towns were present as active participants in the exercises.

This series of Institutes will compare very favorably with any previously held, and was quite satisfactory in most respects. It is very much to be regretted that many teachers fail to reap the full benefit of these Institutes by not being present during all the time they are held. This, however, is not their fault, as, with rare exceptions, they would gladly attend the full period that the Institute is held, if they were allowed to close their schools for that purpose. Not unfrequently the committees in the neighboring towns allow the teachers to attend only for the last two days of the session, and to such the Institute is of comparatively little benefit. If these Institutes are of sufficient importance to be maintained by the State at considerable expense, then the teachers should have the full benefit of them, and, if necessary, it should be made imperative upon school committees, in towns within reasonable distance of the places where the Institutes are to be held, to require all their teachers to attend them during the entire session.

In every instance the hospitality of the citizens was most generously extended to members of the Institute, and free return tickets over the railroads were given to them by the

General Agent of the Board, who had been kindly permitted to do so by the officials of the several roads. This favor never has been refused, and, in behalf of the teachers and of the Board, he desires to express to all who have so readily and cheerfully granted it, his most cordial thanks.

One hundred and ninety-nine teaching exercises and lectures of an hour each during the day, and thirty-nine evening lectures, seven of the last being followed by readings, were given at these eight Institutes, being an average of twenty-five day exercises, and five evening lectures at each.

The teaching exercises were given by Mr. George A. Walton, a Special Agent of the Board, in arithmetic, at all the Institutes, and an evening lecture at one; by Mr. O. H. Bowler, in penmanship, at all but one; by Prof. Monroe, of Chelsea, in reading, at all of them, and one evening lecture at each; by Prof. William H. Niles, of Cambridge, at five, and evening lectures at five; two teaching exercises in drawing were given by Mr. Walter Smith, a Special Agent of the Board, at six of the Institutes, and an evening lecture at one; Mr. Dickinson, of Westfield, gave teaching exercises at four of the Institutes; Miss Carver, of Westfield, in geography, at three, and Miss Kingsley, of Westfield, in singing, at two; Prof. Morse, of Salem, two day and one evening lectures at one Institute; Mr. Hagar, of Salem, in singing, at four, and an evening lecture at one; Mr. Boyden, of Bridgewater, at two, and Mr. Martin, of Bridgewater, at one; Profs. Tenney and Perry, of Williams College, gave, the former three day and two evening lectures, and the latter one day lecture at Williamstown; Mr. J. D. Philbrick, and Mr. Joshua Bates, of Boston, Mr. A. J. Sanborn, of Bernardston, and Rev. F. Tuxbury, each gave a single lecture; Mr. Phipps, General Agent, gave day lectures at all, and evening lectures at five; and the Secretary, day lectures at two and evening lectures at seven.

#### AGENTS.

Mr. Phipps, the General Agent, has pursued the same general course as in past years. Besides visits to numerous towns in answer to special requests he has, more than heretofore, pursued a course of visitation to contiguous towns, thus, by contracting, rendering his labors more useful. On him has largely devolved

the labor of making arrangements for holding the Teachers' Institutes, particularly in the central and eastern portions of the Commonwealth, to which his visits as Agent were mainly confined. By the direction of the Board he has spent much labor in preparing a greatly needed report on school-houses. This document, which I doubt not, will prove to be of great value for several years to come, will take the place of his ordinary report. A large number of extra copies should be printed to meet a constant demand at the office for the aid which it is intended to give.

#### SPECIAL AGENTS.

In my last report brief mention was made of the appointment of George H. Walton, Esq., as a Special Agent to visit the towns west of the Connecticut River during the winter of 1872. As then stated, Mr. Walton commenced his work early in December, and was diligently employed till the expiration of his engagement in April. So satisfactory had his labors proved that the Board authorized a continuance of them during the year, and his sphere of operations was enlarged so as to embrace the whole of the four western counties. With the exception of two months' service in the Teachers' Institutes, Mr. Walton has been constantly employed till the present time in visiting the towns and schools of that district. He has visited seventy-nine towns and three hundred and eighty-six schools, giving teaching exercises in the schools and addressing the citizens in evening assemblies. From his weekly reports as well as from personal intercourse with many friends of the Public Schools in that region, I am fully satisfied that the experiment has proved eminently successful.

For a full account of his labors I beg to refer to his report printed herewith. I cannot but hope that its earnest and honest words of criticism, as well as of commendation, will be received as the words of a friend, and excite to renewed and more strenuous efforts for improvement.

Authority was also given me to employ another agent to occupy the field embracing a large part of Worcester and Norfolk Counties. A partial engagement was made with a very competent gentleman of large experience as an educator. From a fear that the income of the school fund would not prove

sufficient to meet the additional draught, I felt compelled, most reluctantly, to give up the engagement.

I hope that the Board will be furnished with the means of securing the services of Mr. Walton for the current year, and of placing at least two other competent men in similar fields of labor.

Indeed we ought not to be content with this number. Instead of three there should be not less than six, distributed somewhat as follows—two for the four western counties, one in Worcester County, one for Norfolk and Bristol, one for Plymouth, Barnstable and the Island Counties, and one to act with the General Agent in those portions of the remaining counties not supplied with city and town superintendents.

It is by means of the appropriation for the employment of agents that the Board were able to secure the services of Walter Smith, Esq., as the Director of Art Education.

My last report recorded his appointment, and gave some account of his services during the first six months of his engagement. I am spared from giving a similar account of his work since that time by the printing of his own full and admirable report to the Board—to be printed with the annual report. In that will be found a full account of the Art Exhibition held in the Horticultural Hall in Boston, in May last, and with results so satisfactory that, I doubt not, the Board will sanction the holding of a similar one in the ensuing spring.

I beg to call especial attention to that part of the report which speaks of the attempt made last winter by the committee of the Board to confer with the legislature to procure an appropriation for the opening of a State Normal Art School for the education of teachers, and which urges a renewal of the application to the present legislature. This is a matter of too great importance to be treated with indifference and neglect. The only considerable obstacle in the way of a full adoption of drawing as a branch of daily instruction in every school in the Commonwealth is found in the want of ability to teach it. Hence the pressing necessity of a central Normal School, to which teachers and persons aiming to become teachers can freely resort for special instruction in this branch.

With such a school in operation, aided by the present Normal and Technical Schools, the Teachers' Institutes, and by

special Institutes for teaching drawing, the way would be speedily opened for the passage of a law, to take effect at an early day, that no teacher shall be employed in any Public School however humble, who is not competent to teach elementary drawing. Such a law has been enacted in one of the great Western States, and its operation has already wrought most happy effects. To give it the highest practical effect with us would require competent committees, or boards of examiners, which could most readily be organized through the instrumentality of the special or district agents above spoken of.

#### CITY AND TOWN SUPERINTENDENTS.

In my last report the names of forty-six cities and towns are given as employing superintendents of schools. Other places have since followed the example of these, and still others are now discussing the question. My opinions in regard to the value of this office in all places, and of its indispensable necessity in the cities and large towns, have been too often expressed to need repetition. It is a gratifying evidence of the progress of public opinion in this regard to note that the number of towns employing superintendents has increased from three or four in 1861 to more than fifty at the present time. And not less gratifying are the striking evidences of progress in educational matters, which already appear in these towns as the fruit of labor thus bestowed.

We see springing up, as if by magic, improved school-houses, with improved methods of heating and ventilation, and better furnishing for the health and comfort of teachers and pupils; a more systematic grading of the schools; more carefully devised and arranged courses of study; teachers selected with greater care and better judgment, and vastly improved methods of teaching: in a word, proofs that the true end of the schools is clearly comprehended, and held before the mind so constantly and firmly, that all appliances, arrangements and efforts are made to minister to that. There is unity in the means because the end is one. There is the least possible loss by friction or the counter-working of the parts, and thus a true economy in the conduct of educational affairs.

But not alone by individual labor in their respective fields will this body of schools officers be recognized. To their

mutual counsels and combined efforts we may confidently look for a wider influence.

In the stated semi-annual meetings of this body of city and state superintendents, embracing now those of all the New England States, living questions of the highest import are discussed by able men from the stand-point of their practical experience as educators, and results are arrived at and plans matured of great interest and value. In a former report I have spoken of those meetings and given an account of one of the topics under discussion; I refer to city and town training schools.

I beg permission to invite attention to another. At a recent special meeting of the superintendents it was my privilege to listen to the final discussion upon a course of study for pupils in the Primary and Grammar Schools, which had been considered at a previous meeting and recommitted for further consideration. The result was the adoption, with great unanimity, of a programme of studies, which I give in the appendix to this Report, and to which I invite the attention of school committees who have come to feel that the duty of superintendence includes matters of more vital consequence than that of deciding what text-books shall be placed in the hands of the pupils. One of the features of this programme which especially commends it to my judgment is that it makes no mention of any text-book whatever, and also that in the lower classes it requires so much of oral instruction. I am quite sure that a careful study of this programme will render valuable aid to any who are desirous of doing a similar work for the schools under their charge. Following this programme will be found extracts from the recent report of Thomas Emerson, Esq., superintendent of schools of Newton, who was chairman of the committee which reported it, and whose views upon the main topics of study named in the programme and the methods of pursuing them will be read with interest.

I cannot conclude what I have to say under this head without again calling attention to the law which authorizes adjacent towns to unite in the employment of a joint superintendent of schools. The adoption of this course would make it feasible for two or more towns to secure, at a reasonable cost, the

services of a more competent person than a single town would be able to do.

SCHOOL FUND.

I deem it desirable that the school authorities in each town should have full information in relation to the school fund, and therefore continue the practice of former years by presenting the full report of the commissioners of the fund, giving an account of its condition January 1, 1873, and of the receipts and payments during the year 1872.

COMMONWEALTH OF MASSACHUSETTS.

*To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts.*

The undersigned, Commissioners of the Massachusetts School Fund, in compliance with the provisions of the fifty-third chapter of the Acts of 1866, have the honor to submit the following Report of the condition and amount of said fund, January 1, 1873, together with the receipts and payments during the year 1872 :—

The amount of the Fund, January 1, 1872, was . . .	\$2,233,366 98
There has been received of Joseph White, the unexpended balance on account of Teachers's Institutes, . . .	553 00
	<hr/>
	\$2,233,919 98
There has been paid to the Treasurer of the Board of Education, under the provisions of Resolves 79, 1871, and 13, 1872, . . .	51,500 00
	<hr/>
Total Fund, January 1, 1873, . . .	\$2,182,419 98

The investments of this Fund are as follows :—

Boston & Albany Railroad stock, 10,787 shares, .	\$1,095,235 75
United States 5-20 bonds, 6 per cent., . . .	30,000 00
State of Maine bonds, 6 per cent., . . .	9,600 00
Massachusetts Troy & Greenfield R. R. bonds, 5 per cent., . . .	311,000 00
Almshouse Loan Bonds, 5 per ct., . . .	39,000 00
Union Loan Bonds, 5 per cent., . . .	20,000 00
Lunatic Hospital and State Prison bonds, 5 per cent., . . .	17,000 00
State House bonds, 5 per cent., . . .	18,000 00
Back Bay Lands bonds, 5 per cent., . . .	38,000 00
Town of Provincetown, note, 6 per cent., . . .	2,100 00
Needham, note, 6½ per cent., . . .	10,000 00
Hopkinton, note, 6½ per cent., . . .	6,000 00
	<hr/>
Carried forward, . . .	\$1,595,935 75

<i>Brought forward,</i>	\$1,595,935 75
Town of Newton, note, 5 per cent.,	32,000 00
Newton, note, 6 per cent.,	46,000 00
North Chelsea, note, 5 per cent.,	6,000 00
Brookline, note, 6 per cent.,	14,000 00
Westborough, notes, 6 per cent.,	7,000 00
Dana, notes, $6\frac{1}{2}$ per cent.,	6,700 00
Orange, notes, $6\frac{1}{2}$ per cent.,	25,000 00
Beverly, notes, 6 per cent.,	30,000 00
Essex, notes,	10,000 00
Enfield, notes,	14,000 00
Everett, notes (gold), $5\frac{1}{2}$ per cent.,	12,500 00
Webster, notes,	20,000 00
Wilbraham, notes, 6 per cent.,	3,000 00
Greenwich, notes,	10,500 00
Holden, notes,	15,000 00
Northampton, notes,	25,000 00
Quincy, notes,	20,000 00
Templeton, notes,	10,000 00
Reading, notes,	10,000 00
City of Roxbury, notes,	20,000 00
Boston, bonds, 5 per cent.,	10,000 00
Town of Adams, bonds, 6 per cent.,	40,700 00
Williamstown, bonds, 6 per cent.,	32,200 00
City of Chelsea, bonds, 6 per cent.,	75,000 00
Town of Mashpee, note, $6\frac{1}{2}$ per cent.,	30,060 00
Hills Brothers, notes and mortgage, 6 per cent.,	7,500 00
Obligation of Board of Education, 6 per cent.,	53,000 00
Cash uninvested,	1,384 23
	<u>\$2,182,419 98</u>

## INCOME.

There has been received during the year,	\$179,029 36
Less amount paid on investments for accrued interest,	2,030 00
Net receipts,	<u>\$176,999 36</u>
One moiety of which is reserved for distribution to cities and towns,	88,499 68
One moiety appropriated to educational expenses is	\$88,499 68
Add balance as per report of last year,	11,294 39
	<u>\$99,794 07</u>

From which has been paid the following sums:—

Secretary of Board of Education,	\$3,400 00
Expenses of members' travel,	286 36
<i>Amounts carried forward,</i>	<u>\$3,686 36</u>
	\$99,794 07



<i>Amounts brought forward,</i>	.	.	\$3,686 36	\$99,794 07
Expenses and salary of agents,	.	.	8,205 92	
of printing Report, &c.,	.	.	9,955 38	
Incidentals of the Board,	.	.	1,967 30	
Expenses of Normal Schools,	.	.	44,791 23	
Aid to pupils,	.	.	4,000 00	
Normal School buildings,	.	.	8,542 86	
Teachers' Institutes,	.	.	3,000 00	
Massachusetts Teachers' Association,	.	.	800 00	
County Teachers' Associations,	.	.	300 00	
American Institute of Instruction,	.	.	300 00	
Interest on obligations of the Board,	.	.	3,180 00	
			<hr/>	88,729 05
Balance carried forward, account of 1873,	.	.	.	\$11,065 02

This balance of income is mostly from an extra dividend on the stock of the Boston and Albany Railroad, belonging to the Fund, and was fully explained in the Commissioners' Report for January, 1871.

After deducting the amount of any accrued bills chargeable thereto, and adding the forfeitures of 1872, it will be carried to the principal of the Fund.

The Commissioners respectfully call attention to the fact, that by one of the provisions of chapter 380 of the Acts of 1872, passed at the extra session, the sum of \$25,000,—the valuation for land for the Normal School at Worcester,—was made payable from the moiety of the income of the Fund applicable to educational expenses; and that the payment thereof, according to the terms of the Act, will absorb nearly one-third part of such moiety.

JOSEPH WHITE,  
CHAS. ADAMS, Jr.,  
*Commissioners.*

BOSTON, February 28, 1873.

A comparison of this statement of the principal of the fund with that of last year will show that it has arrived at its maximum, and that the aid which its income is expected to give to the support of schools and to general educational objects will hereafter no longer keep pace with increasing school population and the growing wants of the State. The amount of the appropriations for general educational purposes for the year 1872 was larger than the income of the fund applicable to those purposes. The completion of the Normal School at Worcester, and the pressing need, acknowledged on all hands, of employing additional special agents in the different sections of the State

considerably enlarge the demands for funds. Whether these demands shall be met, or whether the means of all future progress shall be withheld, is the problem of the hour,—a problem of more ominous import than the consolidation of lines of railway, the building of prisons or the granting of a thousand charters.

It was in clear view of this crisis in our educational movements that the legislature of 1872 was urged to levy a state tax, the income of which should be distributed to the several cities and towns to aid in the support of the Public Schools, of which I spoke somewhat fully in my last report. I did not see then, nor do I now see, any other method so feasible and equitable as this of solving the problem before us.

The committee on education of that legislature, after full deliberation approved unanimously, I believe, of the plan, and reported the bill presented with a cordial endorsement of its principles, but with a recommendation that it be referred to the legislature of 1873. Most earnestly do I hope that the present session will not close without giving its sanction to this measure.

At the risk of repeating what I have said in former reports I desire to call attention to the use, or rather *misuse* made by many towns of that portion of the income of the School Fund annually received by them.

The following extract from a school committee's report for 1872 discloses one instance of the misuse of which I speak :—

“The committee having found that the town's portion of the income of the State School Fund, received by the town in 1871, had not been used by the previous committee, directed the treasurer to pay twenty-five per cent. of the same for text (reference) books, and were informed that there was none, it having been placed with the town funds, and used for any and every purpose, as had been the custom for the past eighteen years, to the manifest injury of the schools.”

I was further informed that a member of the Boston bar added the sanction of his legal wisdom to that of the selectmen and treasurer of the town, and pronounced this flagrant misapplication of public funds, granted to the town for a specific purpose, to be in conformity with law.

Other cases of a similar nature have been brought to my notice, one of which, of recent occurrence, I will mention. In one of our large and wealthy towns the school committee decided to purchase for the use of the High and Grammar Schools a copy of Appleton's New American Cyclopædia, a *book of reference* most assuredly, and one admirably adapted to the use of the schools, but the *selectmen* refused to allow the order on the treasurer for payment, alleging that the work was too expensive, and payment was refused; and the school committee meekly submitted to this impertinent interference with the lawful discharge of their official duties.

It is, indeed, a common practice for the towns, at the annual meeting, to vote to add their share of the income of the School Fund to the amount to be raised by taxation, and to direct that the whole sum be used solely for the support of the schools, under the supposition that such a vote overrides the statute, and deprives the committee of the power to use a portion of the amount for any other purpose.

Let us look at the statute and see if we can find what are the rights and duties of school committees and other town officers under its plain provisions.

Section four, chapter thirty-six of the General Statutes reads as follows :—

“The income of the school fund received by the several cities and towns shall be applied by the *school committee* thereof to the support of the public schools therein, *but said committees may, if they see fit, appropriate therefrom any sum, not exceeding twenty-five per cent. of the same, to the purchase of books of reference, maps and apparatus for the use of said schools.*”

This language would seem to be plain to the interpretation of common sense. The income spoken of is, by virtue of a previous section, paid to the treasurer, to be held by him not as the money of the town, but to be applied to the use of the town, not by the selectmen, not by the town itself, but by the *school committee*. It is *their* function, and theirs *alone*, to apply, i. e., to determine the manner of expending it. And in doing this they are as independent of interference by the selectmen as by the “fence viewers,” or the “measurers of wood and bark.” Under the sway of the district system the first clause of this

section placed in the hands of the school committee the means of smoothing to some extent the inequalities in school privileges which that system engendered. Under the town system the clause has but slight significance. But the second clause grants to the school committee a power, and by a strong and necessary implication imposes a duty, of the highest importance,—a duty which, I beg pardon for saying, has been far too much neglected. Doubtless this neglect has sometimes arisen from the lack of a proper appreciation of the necessity of books of reference and apparatus to successful school work, but more often the neglect has been chargeable to an unwillingness to come in collision with the acts of the town or of its officers. I beg to be understood, that I have no desire to awaken a contentious spirit, which insists on rights simply for their own sake. The motive is higher. The right is to be vindicated that the duty which it involves may be discharged, and the duty is fundamental to the prosperity of the schools.

I beg my fellow citizens who are charged with the responsible, and often the onerous duty, of superintending the Public Schools, to give this branch of their work that thoughtful consideration which its importance claims. When this is done, I am sure that a portion of the common sense which is deemed essential to the right conducting of every other business, will teach the folly, not to say the injustice, of looking for successful work by the teacher who is not supplied with the necessary tools. As well look for it of the blacksmith without his hammer or of the painter without his brush. It is not a creditable fact that so many school-houses are wholly destitute of any means whatever, whether reference book or the simplest apparatus, to aid the teacher to explain any one of the branches which he is required to teach. Should the superintending committees set themselves resolutely to work in this direction, expend a tithe of the time and labor which is given to the selection of text-books, too often no better than those discarded, to the selection of appropriate "books of reference," maps, charts, globes, geometric diagrams and solids, standard weights, and measures of length and capacity, not forgetting a tape-line or, better still, Gunter's chain, and added to these the simple pieces of apparatus necessary to illustrate the familiar facts and principles of physical science; and if for the next ten

years they should expend in this way every dollar which the law, as I have above shown, allows them to expend, the changes wrought in the schools would cause equal surprise and gratification.

The doleful processes of cramming the memory with words and descriptions but half understood, and dry as the husks which the prodigal fed upon, would gradually give place to natural and therefore healthful methods. Nature would present her facts and manifestations to their senses and unfold her secret processes to their inquiries, and thus knowledge and power be gained for future use. Study would be alike practical and disciplinary; it would moreover cease to be a servitude and become a wellspring of delight. And the school-room would no longer be looked upon as a prison, but be loved as a home.

#### NORMAL SCHOOLS.

The special reports from the Visitors are so full in the details of their condition and work that little needs to be said in this report. It is but just to say that the work of the past year has been most satisfactory in each school. The classes in the advanced course of study are fully organized. Although the classes are not large, enough has been done to vindicate the wisdom of the plan. The graduates have found eligible places at fair wages, and so far as I have been able to learn have been successful in their chosen work.

I have no doubt that the time is not remote when those classes will be full, and from them will go such numbers of thoroughly trained teachers as to make the influence of the Normal Schools more widely and powerfully felt than ever before. The graduates of this class will be sought after as teachers in the Training Schools, already in operation in several cities and large towns, and destined, I doubt not, to become a powerful agency in the preparation of teachers for their calling.

The Normal School building at Worcester is rapidly approaching completion. It is a noble edifice, worthy of the Commonwealth and of the object for which it stands. It is believed that the cost of finishing and furnishing it will not exceed the appropriations. It is confidently expected that it will be ready for the school in the early autumn. With respect to its organization, I venture to express the opinion that it should be

opened to pupils of both sexes; that in addition to ample provision for the best instruction possible in the most advanced science and theory of instruction, there should be a first-class model Training School, in which, so far as practicable, the theories of the class and lecture-rooms might be put to the test of actual experience by the pupils under the eye of the teacher. With such training, together with those qualities of mind and heart which are the foundation of success in other callings, we may hope to witness equal success in the schools to which the graduates may be called.

Situated at a point where several important railroads from every quarter meet, over which numerous trains are daily passing, the school will, I doubt not, soon become one of the largest in the Commonwealth. No effort should be spared to make it also one of the best.

With the Normal School recently established by the city of Boston, and the school at Worcester in operation, the Commonwealth may boast of six schools of the first class.

If to those there be added a Normal Art School, for the special and more thorough training of teachers in this department than the other schools can be expected to give, we may confidently look for a more rapid advance than heretofore in the line of progress.

These schools, with two hundred pupils in each, will do much towards giving shape and tone to the modes of teaching throughout the Commonwealth; for the experience of the existing schools has plainly shown that their influence on the Public Schools is by no means measured by the number of their graduates as compared with the whole number of teachers. A single thoroughly trained teacher in a town whose schools are blessed with an intelligent and appreciative supervision will make his influence felt in every school. Such results have not been infrequent, and will, doubtless, be multiplied in the future.

But we shall not stop here. With the improved organizations which, in most of the towns are taking the place of the chaotic condition which the "district system" everywhere entailed, larger schools, vastly improved houses and longer school terms will follow. Better wages will be given. A higher order of teachers, thoroughly educated and trained for their work, will be demanded to take the place of the band of

half-educated and unskilful tyros who have hitherto infested our school-houses, especially in the winter season, in the absence of demand for their services in the shop or on the farm.

Larger numbers will resort to the Normal Schools, and, as the existing schools are filled, others will be added to their number. Thus we may confidently anticipate the time, as not far distant, when their benign influence shall be felt in every school in the Commonwealth.

Every year's observation of their working has served to deepen my conviction that the Normal Schools are destined to play a far more important part in our school system, and to perform a more signal service for it in the future than they have hitherto done. Hence my strong belief, that no outlay of thought, of labor or of money necessary to give them the highest degree of efficiency, and to add to their number so fast as new schools shall be demanded, can be deemed an unwise expenditure.

Hence I have regarded with no ordinary satisfaction any associated or individual efforts to enhance their usefulness. Such was the gift of \$13,000 of the "Todd Fund," the income of which is devoted to giving enlarged facilities for æsthetic culture; and such is the legacy of \$5,000 by the late Mr. Bowditch to make a fund for the aid of deserving pupils in the Salem School; and of like nature is a movement made during the past year, of which I am happy to give a brief account.

#### WOMAN'S EDUCATION ASSOCIATION.

In January, 1872, an association of gifted and benevolent ladies was formed in Boston, known as the "Woman's Education Association," the object of which is declared to be "to promote the better education of women." In furtherance of this object there are four standing committees, on the industrial, the intellectual, the æsthetic, and the moral and physical education of women. The designation of these committees sufficiently indicates the scope of thought and effort which the association has marked out.

In furtherance of these ends numerous meetings were held during the winter. At these, "presidents of universities, learned professors, venerable men who had passed their lives in educating the young, those who were engaged in alleviating

the misery of the dangerous classes, members of the school committee, teachers of schools, both public and private, took part in [the] discussions, or made addresses on matters relating to education."

It was my privilege to be present at several of these meetings, and I could not fail of being deeply interested in the spirit of earnest inquiry which pervaded them for the best practical methods of advancing the objects of the association.

Among the various lines of action that were proposed and discussed one contemplated the establishing a higher institution for girls than any now existing, "by which [they] might go through a course of study in some degree equivalent to that of Harvard College." Another contemplated a system of "university examinations for women," similar to those of England; and a proposal for a like arrangement by the faculty of Harvard College "was favorably received by the president and faculty." From this, valuable results are looked for in the future. Still another, and that which leads me to speak of the society in this connection, is thus spoken of in the report before me: "At some of these meetings two of the principals of the State Normal Schools spoke of the advanced course lately instituted for the pupils, and lamented that so few could take advantage of it, owing to their want of means. Many ladies were interested, and a subscription was raised that has afforded a timely help to those most worthy and able to profit by it." The report well says, "This aid, it is hoped, will be continued and increased from year to year; for to extend and improve the education of our Normal Schools is to plant a seed-grain from which luxuriant harvests may in time be gathered." From the treasurer's report it appears that the subscription for this purpose amounted to \$1,840, of which \$475 had been expended in assisting six pupils for one half year.

If I am rightly informed, this aid has been proffered in all the schools, and to be given in the way of a loan rather than as a direct gift of money,—a most admirable feature, directly calculated to cultivate a spirit of independence and self-reliance, no less needful in the educated woman than in the educated man.

We cannot fail to admire the practical wisdom of this association in choosing existing institutions as agencies for the accomplishment of these benevolent designs, and to express the



confident belief that "luxuriant harvests" will indeed spring from seed thus sown. Nor can I hesitate to earnestly commend this example to the study and imitation of others who may be looking for a practical mode of bestowing labor and wealth for the same high end. Our numerous colleges are receiving generous endowments for the foundation of prizes, scholarships and fellowships for the aid of young men in the pursuit of generous courses of study; why should there not be in equal abundance similar endowments for the aid and encouragement of young women in pursuing like courses of study, and especially in this day when the great business of public instruction is rapidly drifting into their hands?

#### LEGISLATION.

The general legislation of the year 1872, which relates to the Public Schools is comprised in a single Act, which is as follows:

##### [CHAP. 86.]

AN ACT to authorize Cities and Towns to establish Industrial Schools.

*Be it enacted, &c., as follows:*

The city council of any city, and any town, may establish and maintain one or more industrial schools and raise and appropriate the money necessary to render them efficient. Such schools shall be under the superintendence of the board of school committee of the city or town wherein they are established, and such board shall employ the teachers, prescribe the arts, trades and occupations to be taught in such schools, and shall have the general control and management thereof: *provided*, that in no case shall the expense of any such school exceed the appropriation specifically made therefor; and *provided*, that nothing in this act contained shall authorize the school committee of any city or town to compel any scholar to study any trade, art or occupation, without the consent of the parent or guardian of such scholar, and that attendance upon any such school shall not take the place of the attendance upon public schools required by law. [*Approved March 9, 1872.*]

This Act was passed in response to the recommendation of the Board of Education, through the Chairman of the Executive Committee, which was made in obedience to the following Resolve passed in 1871:—

##### [Chap. 44.]

RESOLVE relating to Technical Instruction in Schools.

*Resolved*, That the board of education be directed to report to the next general court a feasible plan, if they can devise one, for giving

in the common schools of the cities and larger towns of this Commonwealth, additional instruction especially adapted to young persons who are acquiring practical skill in mechanic or technical arts, or are preparing for such pursuits. [*Approved May 5, 1871.*]

It will be noticed that this Resolve does not contemplate so much the establishment of separate special schools for teaching arts and trades, as the introduction into the existing schools of those branches of study as will best aid young persons in acquiring practical skill in such trades and arts.

In selecting such branches, with the exception of drawing, we must go beyond the range of studies now required to be taught in what are known as the Common Schools in the country towns, and as the primary and grammar grades in the cities and larger towns, and find them in the High School course. And the practical question arises, Can any of the studies in that course—especially such as would best minister to the acquisition of the “mechanic or technical arts”—be taught in the lower course? Plainly not, and for two very good and sufficient reasons.

*First.* The lower course is already overcrowded. The vast majority of children leave the Public Schools at or before the completion of this course, and before the age of fifteen, and must therefore acquire here, if anywhere, whatever knowledge they carry into life of reading, spelling, writing, the English language, geography, arithmetic, drawing, keeping accounts, history, with something of music and such facts of natural history and science as can be gathered in connection with these. It needs nothing more to show that there is no place for further and special acquisitions. Indeed there is too much ground for the common complaint of the scanty attainments now made in these fundamental branches.

*Second.* It is futile to attempt a substitution of the studies in the present Grammar School course for those of a higher grade and adapted to technical training, for the reason that in the order of nature a knowledge of the former is a necessary preparation for that of the latter; and further, that their postponement to the later course puts them beyond the reach of the great majority, who must leave the schools before entering upon it.

If, therefore, technical instruction is to be given at all in

schools of a public nature, it would seem that the establishment of a class of schools, authorized in the foregoing Act, offers the only practical methods of giving it. At such a time as the present, when the demand for skilled labor in every department of mechanical industry is every day becoming more urgent; when, owing to the introduction of machinery and to false ideas respecting the relations of labor to capital, the old-time and honored system of apprenticeships is passing into disuse, it is a matter of congratulation that this Act, the first of its kind, has been passed. It is to be hoped that our large cities and towns will embrace the opportunity thus afforded to establish these schools in sufficient numbers, and with the necessary instructors and appliances to fully and fairly solve the problem of their adaptation to advance the interests of our varied industries.

In the organization of these schools it would be unwise not to seek guidance from the experience of those countries where they have formed an important part of the educational systems for many years.

In nearly all the European countries, and especially in the German states, these schools exist under different names and with differing organizations and adaptations.

Availing myself of the last report of Dr. Barnard to Congress on the subject of technical education, which is a rich mine of vast and varied information, I venture to invite attention to brief notices of a few such schools:—

“In Vienna there are six *Trade or Industrial Schools* attached to the real gymnasium or Practical Schools, having a general resemblance, but with *special instruction adapted to the vocation* of the pupils who are apprentices and journeymen from the vicinity of the school.”

“The instruction is divided into an elementary section having two classes, and into several sections relating to different industrial specialties. In the elementary section theoretical instruction [that is, instruction in the ordinary branches taught in the Common Schools] is given, and the pupils are practised in the art of *drawing* with special adaptation to the future career of each.”

“In the special sections, the knowledge to be acquired is applied to the branches of industry chosen by the pupil. The organization of the specialties *must be adapted in every district to the acquirements of the local industries.*”

Hence in one school special instruction is given in that which

is "necessary for various workers in silk, trimmings, ribbons, dyeing, &c."

Another has "specialties connected with machinery, and such trades as brass-turners, joiners, workers in copper and bronze, founders, &c."

In another "the courses bear chiefly on the building trades."

The instruction in the two elementary departments is compulsory for all the courses, and is as follows: In the first class, religion and German language, arithmetic, caligraphy, drawing. In the second, religion, German, exercises in style and commercial correspondence, arithmetic and mensuration, elements of physics, geometrical and free-hand drawing, projections, drawing of figures and ornament and modelling.

In the special sections in which the courses are elective, the lessons are given in "industrial drawing, architectural drawing, estimates, drawing of machines, mechanics, study of machines, modelling and drawing from the round, general chemistry, study of raw materials, commercial book-keeping, applied mechanics and applied chemistry."

"The school-year commences on the 1st of October and ends on the 31st of July. At the end of the year the pupils receive certificates giving an account of their behavior, application and progress in the different branches. The most proficient pupils receive as prizes silver or bronze medals, or honorable mentions."

The apprentice school is annexed to the practical school, and is managed by its director (principal). The instruction is given by the professors of the corresponding courses in the practical school, if their duties will admit. Technical instruction may also be given by practical manufacturers or foremen.

I omit what is said with reference to the method of supporting these schools and their general supervision, my object being rather to give the courses of study pursued in them as being of the most practical importance to us. It should be said, however, that these schools are taught chiefly in the evening,—nine and a half hours a week in each of the elementary departments, and twenty-one hours in the special departments.

*Prague.*—A similar school, known as the Manufacturers' and Tradesmen's School, exists at Prague. It was founded in 1847 as a "Sunday and evening school for drawing and modelling in

plaster for apprentices," and subsequently extended in range and thoroughness of instruction to meet the wants of the working classes generally. Sixteen professors of the higher practical schools give instruction in this. Omitting the course of studies in the preparatory department which closely resembles the elementary course in the Vienna school, already given, I give what is said relating to the arrangement of classes and the branches taught in the technical courses.

"The technical and practical teaching is distributed into four principal divisions according to the branches of industry in which the pupils are engaged.

"The *first* is the school for the building trades,—for masons, stone-cutters, carpenters, joiners, &c. ; the instruction includes geometry, the elements of algebra, the art of building in general, drawing for building and modelling, notions of physics and mechanics, the effects of heat. These studies require two winter half years.

"The *second* is the school for the construction of machines,—for smiths, mechanicians, conductors of machines, coppersmiths, modellers, joiners, &c. ; they are taught geometry, the rudiments of algebra, the elements of physics and mechanics, the description and study of machines, and also drawing. These studies require two years.

"The *third*, or chemical school, is for dyers, brewers, tanners, soap-boilers, &c. ; the lectures treat of general chemistry and chemical technology.

"The *fourth* is the school for weaving and spinning. Here the pupils are taught practical weaving, the calculations relative thereto, the preparations of the cards, taking out of patterns, &c.

"The *fifth*, or industrial school of art, is intended for manufacturers of porcelain and earthenware, glass-blowers, goldsmiths, confectioners, &c. ; the instruction consists of drawing and modelling.

"The lectures and drawing relating to the building end at Easter ; those for the other industries last from the beginning of October to the end of July."

Pupils are only permitted to enter upon these courses after passing through the preparatory ones, or on producing proof of having made equivalent acquirements elsewhere.

It will be remembered that the schools now described are

evening schools, and in this respect resemble the evening drawing schools now maintained in our cities and large towns, while they differ from ours in the important fact of embracing a generous range of studies, together with the several branches of drawing, and in the fact that they are kept for much longer terms.

It is because of this resemblance that I have selected these two schools for notice, since they suggest how easily our evening drawing schools could be expanded so as to embrace an equally generous range of studies, and continued for much longer periods of time,—say five or six months,—and thus accomplish for our artisans what the schools of the German and Austrian States are doing for theirs. Indeed there have been cheering indications on the part of many members of our evening drawing schools that such a step in advance would be hailed with great satisfaction by our American workmen.

I most earnestly invite the attention of the guardians of our schools and the friends of practical education in our large manufacturing cities and towns to this suggestion. One most important step has been taken, with gratifying results, in the establishment of free evening drawing schools for adults. Shall we rest satisfied with what has been done? Shall we not rather take another step in the same direction, and so continue to advance till the artisans of every class in our Commonwealth are furnished with all the needed means and appliances for instruction in their respective callings which are furnished to those of any other land, and which shall fully correspond with the means of instruction afforded by our High Schools and Academies to those who are preparing themselves to enter what are called the learned professions.

It should not be overlooked that the schools, such as I have described, form no part of the elementary schools, corresponding to our Primary and Grammar Schools, and in no wise interfere with or take their place. On the other hand, they are the outgrowth of and annexed to a higher grade of trades'-schools, with broader and more thorough courses of study, and more complete equipments for their work.

In Austria these schools are known as the "Real Gymnasium, or the Practical School." "They are located in the chief towns, but draw their pupils from all parts of the districts where they are placed." The courses of studies extend from three to

five and even six years. In 1867 there were 87 of the lower or three years' course, and 24 of the five years' course.

In addition to these there are others known as "Higher Practical Schools," with a six years' course of studies, two of which are in Vienna and one at Prague, which is claimed by the Bohemians to have existed since 1576, nearly three hundred years. The studies pursued in these schools are substantially the same. In the "Imperial Higher Practical School," one of those at Vienna, the *weekly* lessons and graphic exercises are distributed as follows:—

	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Total Hours.
Religion, . . . .	2	2	2	2	2	2	12
Arithmetic, . . . .	4	4	3	—	—	—	11
Mathematics, . . . .	—	—	—	9	5	2	16
German, . . . .	5	5	4	5	3	4	26
Geography and History, .	3	3	3	4	4	4	21
Natural History, . . .	2	2	—	2	2	—	8
Physics, . . . .	2	4	—	—	4	4	14
Chemistry, . . . .	—	—	6	2	2	2	12
Writing or Calligraphy, .	2	2	2	2	—	—	8
Free-hand Drawing, . .	10	6	7	4	6	6	39
Descriptive Geometry							
Drawing, . . . .	—	—	—	—	4	—	4
Linear drawing of build-							
ings, . . . .	—	4	3	2	—	—	9
Machine drawing, . . .	—	—	—	—	—	4	4
Lectures on Machines, .	—	—	—	—	—	2	2
Modelling, . . . .	—	—	—	4	4	4	12

The time per week allotted to optional studies is,—English language, 5 hours; Italian language, 3; French language, 3; stenography, 2; singing, 2; gymnastics, 2.

"We see from this table the immense importance attached to the teaching of *free-hand drawing*, which is almost exclusively executed from models in relief, and for these there are cabinets or cells lined with green cloth, in which the models are lighted by a single gas-burner, so that the shadows may be more distinct."

Of the school at Prague, the French Commissioners remark: "Of all the practical schools of Germany that of Prague is certainly the one where *linear drawing* is best taught, and we are inclined to attribute this fact to the *attention given from the very*

outset to the practice of free-hand drawing, which early habituates the pupil to trace his lines with a light hand."

"At the close of every year there is an examination; according to the results the pupils pass to the upper classes. When a pupil leaves the *sixth* class with a certificate of eminence, he is admitted, *de jure*, into the *first* class of the Polytechnic Institute."

This forms another and the highest grade of the series of schools devoted to the education of artisans, and is intended to furnish the most thorough and complete scientific and practical education in every branch of the arts and trades.

Of this higher class of institutions, completely furnished with able men and all needful appliances, a particular account is not necessary, inasmuch as we have an admirable type of them in our own Institute of Technology.

The foregoing sketch omits all mention whatever of the provisions made for agricultural education, embracing an analogous system of Schools of Agriculture and Rural Affairs, also divided into three grades; i. e., the *Superior Schools*, with their numerous professors, model farms and stock, botanical gardens, collections in natural history and of farm implements and machines, &c.; the *Middle Schools*; and lastly the *Lower Schools*; and, in addition, *Special Schools* in forestry, veterinary science, &c. Nor does it speak of numerous and well appointed schools for commercial instruction including navigation, book-keeping, political economy, commercial law and exchange, geography, commercial history, &c. But meagre as is the sketch, it may serve to give some faint idea of the amplitude of the provisions made, even in the less favored of the German States, for the education of the youth whose lives are devoted to industrial pursuits, *first* in those common and essential branches of learning which fit them for the discharge of the common duties of men and citizens, and then in those special branches which are adapted to their chosen trades or callings.

If it shall also serve to show us, more clearly than we now see them, the defects of our system of instruction, point out the way of improving it, and especially inspire us with courage and zeal to enter upon the work, then this humble effort will not have been made in vain.

Indeed, we have already made a good beginning. In the



School for Industrial Science at Worcester, the Institute of Technology in Boston, and the Agricultural College in the Connecticut Valley, all recently founded and in successful operation, we have the means of supplying the present want for a higher industrial education. In the formation of evening classes for teaching industrial drawing in nearly all the cities and towns having 10,000 inhabitants, we have made a partial provision, and so far as it goes, good provision for the lower grade of industrial instruction.

What is now wanted, as it seems to me is, *first*, that which I have already intimated,—an enlargement of the scope of these evening schools so as to embrace, in addition to free-hand and mechanical drawing, the branches of knowledge connected with the several leading industries, and the establishment of them in all the towns where these industries have their seat, certainly in all the towns having 5,000 inhabitants, and extending the annual sessions to a period of not less than four months.

Similar schools should be opened, during the winter months, in those towns which form the centres of the agricultural portions of the Commonwealth, with courses of study and lectures adapted to the needs of such as intend to till the soil.

This is the step most easily taken, and for which there is the most pressing need. We ought to have a hundred schools of this class next winter.

*Second.*—To meet the wants of those who desire a more complete education, there should be established in the great manufacturing centres, the *middling* class of schools—similar in character to those above described as the practical school—receiving their pupils from the higher classes of the Common Schools on examination, and carrying them through courses, not less than two years, adapted to their future specialties, and fitting them for an intelligent and skilful pursuit of their chosen calling, or for admission to the highest grade of Technical Schools.

If four, or even six, schools of this class were established at convenient points, I am quite sure they would be speedily filled, and the demand would soon be pressing for others.

Schools of the highest grade should also be added to those already existing whenever called for. The schools of the higher grades should have a permanent existence secured by proper endowments, to be made, mainly, as in the case of the present

Technical Schools, by private liberality, with the occasional aid of the Commonwealth.

We have over fifty academies, many of which have outlived the wants which called them into being, and are struggling for a precarious existence. From these, judicious selections might be made at convenient points, and the institutions being endowed with a new life, be made to perform good service in a new field. And no more inviting field for the exercise of a wise liberality, or one giving promise of richer rewards, can well be presented, especially to those most closely connected with our varied industries.

Such provisions, or something like these, as I have thus sketched in meagre outline for giving a practical education to those who are looking forward to artisan or agricultural pursuits, are needed to do equal justice to those classes, and to those who are candidates for the learned professions, and so to give our educational system a completeness of which it cannot now boast. That practical wisdom which dictates the maintenance of a system which is acknowledged to be partial and one-sided, no less requires that it be so expanded as to embrace within its beneficent scope every department of civilized life and pursuits. The young man who is ambitious of achieving success and an honorable name in any department of art or in any industrial pursuit should find at his hand on our own soil the aids for a thorough preparation as generously furnished as are now at the command of his brother who seeks a like success in the walks of professional life. And a true patriotism, no less than an honorable state pride should dictate that neither should be forced to seek on foreign soil for the means of that liberal culture which cannot be furnished on our own.

Is it a wild and delusive fancy which predicts the accomplishment of this in a not far distant future? Surely we may be permitted to hope that in the enjoyment of the advantages of a perfected system of public instruction we of Massachusetts shall not be anticipated by our enterprising neighbors of Japan.

The advantages reasonably to be expected from such a system, alike numerous and important, are too obvious to need an elaborate statement. I may be permitted to hint at a few of them.

*First.*—We may expect a large increase of the products of

the "plough, the loom and the anvil." No proposition has been more satisfactorily demonstrated by my distinguished predecessors in office than that which asserts the immense superiority in merely productive power of educated over uneducated labor. Reason and facts innumerable, gathered from every department of labor prove it. The soil, hard and sterile though it be, yields its reluctant treasures in rich abundance to the hand of the educated and skilful husbandman. The winds, the waters, and the mighty forces of steam, of electricity and magnetism with ready obedience do the bidding of science, and multiply without limit the products which minister to his taste, his comfort and well-being.

*Second.*—Still greater improvement may be expected in the skill and taste which the products of our industry will exhibit. We may confidently look for the speedy coming of the day when in elegance and variety of design, in fineness of texture, and in beauty of finish the products of our looms and workshops will rival those of the old world.

*Third.*—Better than all legislative expedients for the protection of capital and labor against foreign competition, the generous culture for which I plead, that which secures the widest variety and the highest perfection in the productions of our workshops and mills, and at the same time teaches both to labor and capital their true relations of interdependence, so that they shall work harmoniously together,—this, and only this, will furnish the sure conditions of success and of a permanent security and independence. The independence of our varied industries cannot be secured by a reliance on governmental aid alone. The arm which, with beneficent purpose, sustains the tottering steps of infancy, will be withdrawn as the advancing years give the strength of manhood, or the child will never become the full-grown man.

The problem presented for solution to the men of the generation but recently passed, was how best to sustain and protect our limited and feeble capital embarked in manufactures and maintain labor at American prices against the abounding capital and cheap labor of Europe in the strife for our own markets. Their resort was to governmental aid in the shape of protective tariffs. But the conditions of the problem have become changed and are still changing.

While with us capital has wonderfully increased, and is still rapidly increasing, and has become strong to fight its own battles, the "pauper labor" of Europe, as we used to call it, has given place, especially on the Continent, to a class of laborers trained in the schools of which I have spoken to a higher degree of culture and skill than the world has ever seen before. The contest now is not so much between unequal capital as between highly trained labor on the one hand, and uneducated or but partially educated labor on the other.

Moreover, public opinion in our own country, particularly in the governing portions of it, is also changing, and is significantly pointing to the time when our industries will no longer, as heretofore, be allowed to lean on the arm of the national government for support. Then the contest will mainly be between the labor of our own and of other lands. Need I say that in such a strife victory will side with that which is most highly educated? None too soon and none too earnestly can we enter upon the work of preparation. This accomplished and there need be no fear for the result.

Thirty-five years ago Edward Everett said, "Give the sons of Massachusetts, small and comparatively unfertile as she is, the means of a good education, and they will stand against the world." These words, uttered then in no boastful spirit, are true to-day. Give our toilers in field and manufactory and workshop that good general education of which Mr. Everett spoke, and that special education whose claims I urge, and of which little was known when his words were uttered, and they will indeed "stand against the world." Withhold this and our industries will go to the wall in the strife for the markets of the world.

In a volume addressed to the Queen and people of England in 1869, on the necessity for a systematic "Technical Education for the English People," Mr. J. Scott Russell uses the following language :—

"I may add that in every country where technical education has taken root, and had time to bear fruit, I find unquestionable proofs of the rapidity with which increased intelligence and enlarged knowledge bring increase in employment and remuneration. From my personal experience I may say that within the last twenty-five years I have seen large branches of commercial

trade leave one country and plant themselves in another, because the workers of the one were educated and those of the other were uneducated ; and I have watched nations rising into importance and power in Europe by education, and by the organization which education bestows ; and other nations lagging behind and losing their place by reason of their unwillingness to educate either the higher or the lower classes of the people."

*Fourth.*—Repeating the language used three years ago, I remark that we may expect a large "increase of the numbers and a manifest advance in the intellectual and moral condition and character of the artisans themselves.

"In proportion as the intellect asserts its sway over mere force, as the cultivated brain controls the hand, labor ceases to be a drudgery and becomes a source of pleasure and delight ; it is no longer a badge of servility, but an instrument of power. The possession of practical science, of a cultivated taste, with the power skilfully to apply them in the production of whatever supplies the wants, and ministers to the comforts, and gratifies the pure tastes of the community will give dignity and attractiveness to artisan life. The ranks will be kept full. Recruits will come from unexpected quarters. There will be more of *enlistment* and less of *conscription*. Our generous youth, with no capital but intellect and energy and hope, will, in lessened numbers, crowd the overburdened professions, or beg, hat in hand, for subordinate places in the counting-rooms of the merchant and the banker, and will enter the ranks of the workers, where labor and invention may win new victories in the domain of nature, and where, at the least, a life of intelligent and honest industry will ever earn, the less dazzling but solid rewards, of competence, of respectability and of a manly independence."

And with these there will be a more profound spirit of patriotism, a pure and strong love of the country which has not only as the land of their birth, but also because it has "watched over their infant years, provided for their youth the invaluable blessing of high education, and sent them into life educated, trained, useful and honored members of society."

It was my purpose to treat with considerable fullness another topic having vital connection with the successful working of our school system ; but unforeseen circumstances have rendered its immediate presentation of less consequence, and I defer it.

I cannot however close this Report without making a brief allusion to two gentlemen, who have deceased during the year, and whose services to the cause of education, continued through many years, have hardly been rivalled,—I refer to Rev. Charles Brooks and Dr. Lowell Mason. It seems to me that a brief statement of the labors of these gentlemen in behalf of our Public Schools finds a fitting place in a Massachusetts educational report.

Mr. Brooks was born in Medford, October 30, 1795. He was fitted for college in his native town, entered Harvard College in 1812, and was graduated there in 1816.

He pursued his professional studies in the Theological School of Harvard College until 1819, and preached his first sermon in the meeting-house where he was baptized. He was installed as the pastor of the Third Congregational Society in Hingham January 17, 1821.

In the midst of the engrossing cares and duties of a parish minister, Mr. Brooks found time to lend a helping hand to all measures which he thought would be useful to the community. The cause of peace, of African colonization and of temperance found in him an ardent and efficient friend and helper.

Such a man could not fail to be also an earnest friend of popular education. He did good service on the school committee and as a trustee of the Derby Academy in Hingham. To him more than to any other man we owe the existence of our Normal Schools.

His labors in this behalf and the causes which led to them are best given in his own language, in a modest statement to a friend, reluctantly made in 1845 :—

“While in Europe, in 1833, I became interested in the Prussian system of education. I sought every occasion to enlarge my knowledge of its nature and action. A good opportunity came to me without my seeking it. The King of Prussia had sent Dr. Julius, of Hamburg, to this country for the purpose of collecting information concerning our prisons, hospitals, schools, &c. I happened to meet the doctor in a literary party, in London, and he asked me to become his room-mate on board ship. I did so ; and for forty-one days was with him, listening to his descriptions of German and Prussian systems of instruction. I was resolved to attempt the introduction of several parts of the system into the United States. I formed my plan and commenced oper-

ations by a public announcement, and an address at Hingham. I found some who understood and appreciated my views, and I worked on with a new convert's zeal. In 1835, I wrote and published ; but few read, and fewer still felt any interest. I was considered a dreamer, who wished to fill our republican Commonwealth with monarchical institutions. There were some amusing caricatures of me published to ridicule my labors. These did me more good than harm. I worked on with precious few encouragements. I occupied Thanksgiving Day o 1835 in advocating, in a public address, my plan for Normal Schools. I took my stand upon this Prussian maxim, '*As is the teacher so is the school.*' I thought the whole philosophy was summed up in that single phrase, and *I think so still*. I accordingly wrote all my lectures with reference to the establishment of Normal Schools. I now began to lecture before lyceums and conventions, and had many stormy debates, and a wonderful scarcity of compliments. The noise and dust of battle began at last to bring many to the comitia, until we got quite a respectable campus martius. I thought there was one place where I could rely on intelligence and patriotism, and there I resolved to go. I accordingly published in the newspapers that a convention would be gathered at Plymouth, in court week, 'to discuss the expediency of establishing a Normal School in the Old Colony.' The friends of Common Schools assembled, and a private room held us all !—but soon the truth spread, and my friends in Hingham and Plymouth came up generously to the work. We felt that the two great ideas of the *church and the school-house*, which our pilgrim fathers brought to this shore, were to be carried out, and ever trusted in God they would.

“But this narrative is growing too long. In a few words, then, let me add, that I found conventions to be the best missionaries of the truth, and I gathered them in Plymouth, Duxbury, New Bedford, Bridgewater, Kingston, Hanover, Hanson, &c. The Old Colony was ready to take the lead, and we began with petitions and memorials to the legislature, all recommending the establishment of Normal Schools. How many hundred pages I wrote on this subject during 1834, '5 and '6, I dare not say. It was *the* subject of my thoughts and prayers. The wisdom of the Prussian scheme recommended itself to the reflecting, and, as I had studied it, I was invited to lecture in each of the New England States. I went to Portsmouth, Concord, Nashua, and Keene, N. H. ; to Providence and Newport, R. I. ; to Hartford, Conn. ; to New York, New Jersey, Pennsylvania. I went through our own State, holding conventions at the large central towns. All this time I seemed to have little real success. I began to despair. I returned, after two years of excessive toil, to my professional duties, concluding that the time had not yet come for this great movement. One evening in January, 1837, I was sitting reading to my family, when a letter was brought to me from

the friends of education in the Massachusetts legislature, asking me to lecture on my hobby subject before that body. I was electrified with joy. The whole heavens to my eye seemed now filled with rainbows. January 18th came, and the hall of the House of Representatives was perfectly full. I gave an account of the *Prussian system*; and they asked if I would lecture again. I consented, and the next evening endeavored to show *how far the Prussian system could be safely adopted in the United States*.

"Here my immediate connection with the cause may be said to stop; for Mr. Edmund Dwight, after this, took the matter into his hands, and did for it all a patriot could ask; he gave \$10,000 for the establishment of Normal Schools, on condition the State would give as much. This happily settled matters. A 'Board of Education' was established, and they found the man exactly suited to the office of Secretary; and, at Worcester, August 25th, 1837, I had the satisfaction of congratulating the American Institute in a public address on the realization of wishes which they had for years cherished. Mr. Mann entered upon his labor that day; and the results are gladdening the whole country. May God still smile on this cause of causes, until schools shall cover the whole world with *knowledge*, and Christianity shall fill it with *love*."

In view of this modest recital of his efforts, and of the well-known facts as recorded by others, we may safely accord with the declaration of one competent to judge, when he says, "that Mr. Brooks, for his long, disinterested and unpaid labors in the cause of education, especially for his efforts to secure the establishment of Normal Schools and a Board of Education, is entitled to be considered, more than any other individual, what he has been called, the 'Father of Normal Schools.'"

The limits of this Report will not allow of further enumeration of his labors in the cause of education. I can only say, that his interest in it never flagged. His advocacy, with both voice and pen, ceased only with his life. One of his last labors was an able argument, published in pamphlet form in 1869, in favor of the "immediate establishment of a national system of education for the United States."

Full of years and honors, Mr. Brooks died at Medford, July 7, 1872, in the 77th year of his age.

Dr. Lowell Mason was born at Medfield, January 8, 1792. In childhood he manifested a great fondness for music, and



commenced teaching it at an early age. In 1821, while residing at Savannah, Ga., he published his first compilation of church music—the Boston Handel and Haydn collection. In 1827 he commenced the instruction of classes in vocal music, in Boston. Early his attention was called to the Pestalozzian method of teaching, which he adopted, and of which he became the most distinguished champion and exemplar in the country. He commenced the teaching of juvenile classes. By his influence music was introduced as a regular branch of study in the Public Schools of Boston, and he was employed as the instructor.

His unwonted skill and success in teaching the new branch attracted the attention and enlisted the sympathies and coöperation of enlightened educators in its favor, so that thenceforth it was recognized as an indispensable part of a good education. The culture of music thus received a wonderful impulse in Boston, which extended throughout the country.

Dr. Mason's labors and successes did not escape the eye of Horace Mann. At one of the first Teachers' Institutes held by him in 1845, at Bridgewater, Dr. Mason was employed as an instructor in music. Of his teaching on that occasion Mr. Mann wrote in the following terms: "While witnessing your exercises, as I did during the past week, I resolved to avail myself of an early opportunity to express to you the great gratification I experienced from witnessing your mode of teaching. In your adaptation of the thing to be taught to the capacity of the learner; in your easy gradation from the known to the unknown, the latter always seeming to spring naturally from and to be intimately connected with the former; and in your reviews, more or less extensive, which seemed to link together the parts which had been separately given before,—in all these points your lessons appeared to me to be models, worthy the imitation of teachers in all other branches. I have never before seen anything that came nearer to my *beau idéal* of teaching."

Of these instructions Mr. Tillinghast, the principal of the Normal School at Bridgewater, also wrote: "I have heard from the members who attended here but one opinion of your instruction, and that expressed unmixed gratitude and gratification. I took occasion at the close of your services with us to express to the Institute my opinion of your method of giving instruction, because I think it the *best model I have ever seen*."

Thus a new field was opened for the exercise of his talents and skill, as a teacher of the "divine art," which he continued to occupy for more than twenty years, and until the infirmities of age warned him to retire.

This is not the place to speak of Dr. Mason's multiplied labors in other departments. These belong to, or rather *make* the history of the culture of music in this country for the past generation. It is sufficient to say that he is justly called the father and founder of musical education, both in the Christian churches and the Public Schools of his country.

It only remains to say that great as Dr. Mason's services were as the pioneer in the culture of music in this country, of hardly less value have been his precepts and example in introducing true methods of teaching. In this respect I am confident that no other educator has surpassed him. His simple, natural and yet philosophical methods, combined with a remarkable tact and power of illustration, have powerfully contributed to form the character of large numbers of the most successful teachers in the Commonwealth.

Of Dr. Mason as a teacher, Mr. Mann wrote in 1856: "I have enjoyed extensive opportunities to hear Mr. Lowell Mason lecture on music and to teach it, and I think him one of the very best teachers I have ever seen, either in Europe or this country."

Speaking of Dr. Mason's services in the State Teachers' Institutes, Governor Boutwell said, in a letter dated September, 1867: "You have performed a great and lasting work for good. It will be fortunate if your successor shall do half that you have done."

After enjoying the rare privilege of personal intercourse with Dr. Mason, and witnessing his teachings in the institutes for six years, I cannot withhold the expression of my own views as in full accord with those of my distinguished predecessors, nor refrain from expressing my deep respect and reverence for his pure and noble character as a Christian man.

Dr. Mason died at Orange, New Jersey, August 11, 1872.

JOSEPH WHITE.

BOSTON, 1873.

# APPENDIX A.

*Programme of Studies adopted by the School Superintendents at their Meeting at Boston, February 14, 1873.*

The programme includes nine classes, the work of each class covering a period of one year.

The classes are numbered from one to nine, the lowest primary being the first, and the highest grammar the ninth class.

The number of hours per week allotted to each study or exercise is indicated by the figure annexed; the whole number of school hours per week being twenty-five.

## FIRST CLASS.

Reading, . . . . .	10
Printing (first half of the year), -	
Writing (last half of the year), 2½	
Oral Instruction (including Number and Morals and Manners), 3	
Drawing, . . . . .	1
Spelling, . . . . .	2½
Music, . . . . .	1
Physical Exercises, . . . . .	1½
Opening Exercises and Recesses, 3½	

## SECOND CLASS.

Reading, . . . . .	8
Writing, . . . . .	2
Oral Instruction (including Morals and Manners), . . . . .	3
Number, . . . . .	2½
Drawing, . . . . .	1
Spelling, . . . . .	2½
Music, . . . . .	1
Physical Exercises, . . . . .	1½
Opening Exercises and Recesses, 3½	

## THIRD CLASS.

Reading, . . . . .	8
Writing, . . . . .	2
Oral Instruction (including Morals and Manners), . . . . .	2½

Arithmetic, . . . . .	3
Drawing, . . . . .	1
Spelling, . . . . .	2½
Music, . . . . .	1
Physical Exercises, . . . . .	1½
Opening Exercises and Recesses, 3½	

## FOURTH CLASS.

Reading, . . . . .	6
Writing, . . . . .	2
Oral Instruction (including Morals and Manners and Geography), . . . . .	3
Arithmetic, . . . . .	4
Language, . . . . .	2
Drawing, . . . . .	1
Spelling, . . . . .	2½
Music, . . . . .	1
Physical Exercises, . . . . .	1
Opening Exercises and Recesses, 2½	

## FIFTH CLASS.

Reading, . . . . .	6
Writing, . . . . .	2
Oral Instruction (including Morals and Manners and Geography), . . . . .	3
Arithmetic, . . . . .	4
Language, . . . . .	2

Drawing, . . . . .	1
Spelling, . . . . .	2½
Music, . . . . .	1
Physical Exercises, . . . .	1
Opening Exercises and Recesses, 2½	

## SIXTH CLASS.

Reading, . . . . .	4
Writing, . . . . .	2
Oral Instruction (including Mor- als and Manners), . . . .	2½
Geography, . . . . .	3
Arithmetic, . . . . .	4
Language, . . . . .	2
Drawing, . . . . .	1½
Spelling, . . . . .	1½
Music, . . . . .	1
Physical Exercises, . . . .	1
Opening Exercises and Recesses, 2½	

## SEVENTH CLASS.

Reading, . . . . .	4
Writing, . . . . .	2
Oral Instruction (including Mor- als and Manners), . . . .	2
Geography, . . . . .	3
Arithmetic, . . . . .	4
Language (including Grammar), 3	
Drawing, . . . . .	1½
Spelling, . . . . .	1
Music, . . . . .	1

Physical Exercises, . . . .	1
Opening Exercises and Recesses, 2½	

## EIGHTH CLASS.

Reading, . . . . .	4
Writing, . . . . .	1½
History and Review of Geogra- phy, . . . . .	3
Oral Instruction (including Mor- als and Manners), . . . .	1½
Arithmetic, . . . . .	4
Language (including Grammar), 4	
Drawing, . . . . .	1½
Spelling, . . . . .	1
Music, . . . . .	1
Physical Exercises, . . . .	1
Opening Exercises and Recesses, 2½	

## NINTH CLASS.

Reading, . . . . .	4
Writing and Bookkeeping, . .	1½
History and Review of Geogra- phy, . . . . .	4
Oral Instruction (including Mor- als and Manners), . . . .	1½
Arithmetic, . . . . .	3
Language (including Grammar), 4	
Drawing, . . . . .	1½
Spelling, . . . . .	1
Music, . . . . .	1
Physical Exercises, . . . .	1
Opening Exercises and Recesses, 2½	

## APPENDIX B.

*Extracts from the Report of Thomas Emerson, Superintendent of Schools of Newton.*

The object of Common Schools, like that of a republican government, is to secure the greatest good of the greatest number. To secure this object their work should be broad and practical, touching upon daily life at every point. Mental discipline, the regular, full and symmetrical development of the faculties of the mind, is the grand aim of elementary as well as high education. But mental discipline alone is not enough; and that curriculum of study that makes discipline its sole aim will fail to meet the wants of this practical, busy age. I believe that the highest mental training may be secured, and at the same time this practical element may be introduced into our school work. Indeed, I believe that the fullest mental training cannot be secured without this element.

Upon this point, then,—the work which our schools are intended to accomplish,—there is a general agreement. The real question is, By what means and methods may this work be best accomplished? “That which our school courses leave almost entirely out,” says Herbert Spencer, “we find to be that which most nearly concerns the business of life. All other industries would cease, were it not for that information which men begin to acquire as they best may after their education is said to be finished. The vital knowledge—that by which we have grown as a nation to what we are, and which now underlies our whole existence,—is a knowledge that has got itself taught in nooks and corners; while the ordained agencies for teaching have been mumbling little else but dead formulas.”

These remarks were intended to apply to the schools of England; but there is too much in them that is applicable to the schools of Massachusetts to-day. I believe that our elementary schools have come far short of accomplishing the object for which they were established, and that our higher education is susceptible of much improvement. I do not underrate the value of mental culture; but I believe that the knowledge which will be most useful to the adult in after-life is that whose acquisition is attended with the most pleasure to the child, and that the knowledge whose acquisition is attended with the most delight and interest is that which is best fitted to discipline the mind.

"It will be utterly contrary to the beautiful economy of Nature," says the author quoted, "if one kind of culture were needed for the gaining of information, and another kind were needed as a mental gymnastic."

Here, then, is the vital principle upon which a scheme of education should be constructed. It must be in harmony with the mental constitution of the child. The quantity and quality of the mental food prescribed should be such as the mind can easily assimilate in the different stages of its growth. No waste should ensue in consequence of mental nausea or dyspepsia. Nature's processes of education, carried on so successfully in the first years of life, must be followed implicitly in the school-room. Those methods must be pursued whose quickening influence is seen in the sparkling eye and eager interest of the child; those methods that result in mental stagnation and disgust must be avoided. The mind of the child, like his body, naturally craves that which will best contribute to its growth.

*Subjects and Methods.*—How shall this principle be applied? By omitting the abstract technicalities and useless details of the present branches of study, and substituting in their place those practical subjects, a knowledge of which prepares one for the business of life. I hope to see a larger infusion of the natural sciences in our school course. The study of "The Child's Book of Nature," introduced during the past year, is a step in the right direction. The study of such a book in the lower grade of our Grammar Schools supplements in an admirable manner the oral instruction of the primary classes. Of the importance and value of the study of Nature Dr. Hooker thus speaks in his preface to this little work: "Children are busy observers of natural objects, and have many questions to ask about them; but their inquisitive observation is commonly repressed, instead of being encouraged and guided. The chief reason for this unnatural course is, that parents and teachers are not in possession of the information which is needed for the guidance of children in the observation of Nature. They have not themselves been taught aright; and so they are not able to teach others. In their own education the observation of Nature has been almost entirely excluded; and they are, therefore, unprepared to teach a child in regard to the simplest natural phenomena."

The introduction of systematic instruction in drawing is another step in the right direction. There is no branch of study in our whole curriculum better fitted than this to train the eye, hand, and judgment of the pupil, and so prepare him for the practical duties of life. The object of this study is not to make artists, but to put more intelligence, more skill, more brain, into the various departments of human industry. That it has commended itself to the instincts of the children—which,

let me remark, should under no circumstances be disregarded—is proved by the interest which they manifest in its pursuit.

The plan pursued is that of Walter Smith, the able and accomplished State Director of Art Education. For the particulars of this plan, I refer you to the report of the special instructor in this department.

*Arithmetic.*—Full success in this branch of study will never be realized until there is a complete emancipation from the slavery of the text-books. Our new curriculum, which prescribes the subjects to be taught, rather than the pages to be studied, is already felt in this direction. I have endeavored still further to secure this result by carefully avoiding all reference to the prescribed text-book in conducting the examination that I have made in this department. There is much in every text-book, connected with the subjects prescribed, of no value except as it indicates the profundity of the author, or helps to swell the profits of the publisher. It is almost impossible to secure the rejection of this on the part of the teacher, so long as the use of any particular text-book is allowed; and thus much time is wasted upon useless abstractions, while the practical knowledge required in daily life is neglected.

Too much time has been given to mental arithmetic. This exercise should be used mainly to familiarize the pupil with principles, and the processes by which they are applied. It should precede and prepare the way for the slate exercises. When this purpose has been accomplished, it may be suspended till a new principle is to be developed and a new process to be explained. Under no circumstances should this exercise degenerate into a means of strengthening the memory. The too common practice of reading a long and complicated question, and requiring the pupil to repeat it from memory, to go through with its solution step by step, and finally to give a second repetition of the question itself, should not be tolerated for a moment. The effect of such an exercise is to generate stupidity in the pupil, and to create in him a distaste for a study that is in itself interesting.

The attempt to teach logic in connection with arithmetic should be discouraged, especially in the lower classes. Long explanations, involving a chain of reasoning, should not be attempted. The mind is not yet ready for this kind of work. A pupil, even in the lowest grades, may go through a long chain of reasoning, using the “hences” and “therefores” with the accuracy of a professional logician; but, after all, it is not an exercise of the reasoning faculty, but of the memory. Such training consumes much time, and is barren of any valuable results. The fundamental operations of arithmetic should be intelligently performed until rapidity and accuracy have been secured; but the logic of the subject should be left to the advanced classes of the Grammar Schools and the High School. Furthermore, I think that some of the

topics,—such as “averaging of accounts,” “partnership,” and “exchange,”—now assigned to the grammar grades, would be included more appropriately in High School work.

*Spelling.*—What is the object of this exercise? Is it to teach the orthography of such words as form the vocabulary of common life, such words as the mass of the pupils will have frequent occasion to use? or is it a species of mental gymnastics; the words being selected because their orthography is irregular, and their meaning incomprehensible? The study of orthography, if I understand it rightly, is simply a study of form. We learn words just as we learn geometrical figures; that is, by their form. Each word constitutes a separate and distinct picture. We may be assisted in learning by associating words that have a greater or less similarity; but, after all, the most difficult words in our language have forms peculiar to themselves, and must be learned as individual forms. And here I will remark that the words to be spelled should always be written by the pupil. Our first object, then, is to cultivate in the pupil the habit of observation. The training of the eye to see, the forming of correct habits of observation, have been sadly neglected in our American system of education. We spend much time in teaching the words in the Speller, thousands of which are meaningless to the child, such as “ichneumon,” “lachrymose,” “exchequer,” “eleemosynary,” “hypochondriac,” “idiosyncrasy,” and hundreds of others equally incomprehensible. And what have we resulting? The habit of observation unformed, and a lamentable ignorance of the orthography of some of the commonest words of daily life. “Which” is still spelled with a *t*, and “sure” with an *h*; while “mamma,” “biscuit,” and “twelfth,” are beyond the limits of orthographic knowledge.

And now, what is the remedy? Require the pupils to spell any of the words that occur in the regular lessons of the day,—in the Reader, the Geography, the History, &c. In this manner, the child will be led to observe the words which he uses; and there will be this additional advantage, viz., the words whose orthography he is required to learn will be such as his mind can comprehend, and to which he has already attached a meaning. I would supplement these lessons with a list of from one to two thousand words that are in common use,—such words as occur in ordinary correspondence, in letters of business and friendship. These I would make the subject of frequent and careful review, until their orthography is indelibly fixed in the mind. Under no circumstances should the pupil be required to learn the orthography of words which to him are meaningless. The knowledge thus acquired will hardly compensate for the bad habits that will be formed.

*Reading.*—The purposes to be accomplished by the pursuit of this branch of study, are, first, to acquire a knowledge of words so as to be able to understand the thoughts which they express; second, to



gain the power to express these thoughts to others with proper tones, inflections, and emphasis; third, to acquire a love for reading. That mode of instruction in reading that gives to the pupil a treasury of words, with their various shades of meaning, and thereby enables him to extract mental nutrition from the printed page, and puts him in possession of the key to the thoughts and experiences of the ages,—such a mode of instruction addresses itself to the intelligence of the pupil. It assists the pupil in the acquisition of knowledge, It results in genuine, thorough mental training.

The second object of this study, viz., the power to express the thoughts of others, is of minor importance. It is important that the mass of mankind should learn how to acquire knowledge; it is not important that they should have special training in the means of communicating it. To how few of the pupils now in our Public Schools would such training have any practical value!

It is plain, then, that reading should be taught primarily as a means of acquiring knowledge. To carry out this plan, and accomplish this object in its fullness, the amount to be read must be increased, and the time given to elocutionary drill diminished. Time and energy have been given to the subject; but they have not been expended judiciously. The reading and re-reading of a piece until the exercise has become a memoriter recitation must be continued. The old idea, that thoroughness requires a book to be read year after year, even though all life and freshness have long since gone out of it, must be abandoned. The vocabulary of the pupil should be enlarged, and the intelligence developed, until it can no longer be said that the average graduate from our Grammar Schools is incapable of reading intelligently an article from a monthly magazine, or an editorial from a morning paper. We need to supplement the reading-books now in use with at least an equal amount of matter suited to the capacities of the child. "The Nursery" is admirably adapted to meet the wants of the primary classes. In the grammar classes the study of sciences may be combined with this course of general reading. For this purpose I would recommend such books as Miss Hall's "Our World," Guyot's "Introduction to Geography," and Hooker's "Child Book of Nature," to be used in the fifth and six grammar classes.

*Language.*—The object of the study of language is to acquire the art of speaking and writing correctly. The first step in this work is the study of words. A knowledge of words must precede the use of them. The idea which they express must be clearly understood before we can use them correctly in the acquisition of new knowledge, or in the communication of our thoughts to others. To teach the pupil to form clear ideas, and to express them clearly, is an important part of our school

work ; and the progress of the pupil in his other studies depends in a great measure upon the completeness with which this work is done.

I have already spoken of one exercise in the study of language,—reading. Synonymy is another valuable exercise. This exercise, if intelligently pursued, introduces the pupil to new words, and to new meanings of old words, and thus, by enlarging his vocabulary, enlarges his range of thought. The object of this exercise is to give the pupil the ability to substitute one word for another without changing the meaning, and thus to avoid the repetition of the same word. Whenever the proper word is wanting, an equivalent phrase or clause may be used ; and, whenever neither can be found, the definition should be given. This careful study of words is indispensable as a preparation for every exercise in reading. If this is neglected, reading degenerates, from an intelligent exercise of the mind to a parrot-like repetition of meaningless words. The complete mastery of the thought can come only from a thorough knowledge of its symbols. In reading, as in spelling, no pupil should ever be compelled to use words which to him are meaningless. The effect of such superficial work is fatal to real progress in education.

A thorough knowledge of words enables the pupil to form clear ideas. The power to express these ideas clearly can be gained only by practice in speaking and writing. The pupil should always be required to give his answers in complete sentences. This exercise in language should begin with the lowest grades, and should continue through the highest. All errors of speech should be carefully corrected. Pupils should also be trained to correct expressions by being encouraged to give the contents of a reading-lesson, a description of a visit they have made, or an object they have seen. A story or anecdote may be read, and the pupils required to give in their own words all that they can remember of it. Instructions in morals and manners may be combined with the study of language in this exercise.

Pupils should also be trained to express their thoughts in writing. This exercise should begin as soon as their progress in penmanship will allow. The first primary class is abundantly able to pursue it with profit and pleasure. It may be made one of the most attractive and useful of school exercises, if the subjects are selected with proper care, and are sufficiently varied to excite the interest of the pupil. Sentences may be written from dictation ; words may be given, and the pupil required to use them in sentences ; the contents of a reading-lesson or object-lesson, an anecdote or story may be written ; general reviews of other branches of study may also be made in writing ; letters of business and friendship, notes of invitation, acceptance, and regret, may profitably occupy much time and attention ; indeed, the variety of the exercises that may be used is almost unlimited. In

all these written exercises, instruction should be given in the proper use of capitals and the marks of punctuation. Abbreviations and contractions should also receive attention. The extent to which this instruction may be given with profit varies in the different grades. The primary grade should deal only with the simplest principles; but in this, as in the other grades, each principle should be thoroughly comprehended and made familiar by constant and abundant practice. These exercises should be general, the entire class writing on the same subject. Nor should they be omitted for a single day. Skill and accuracy in the use of language can be acquired only by constant and persevering practice. In no branch of study is the old precept, that "practice makes perfect," truer than in this. It is by no means necessary that the written exercise of each individual pupil should be examined and corrected by the teacher. Such a waste of energy should neither be encouraged nor countenanced. I would by no means be understood to imply that individual teaching is not sometimes necessary in this branch of study, as in all others; but I believe that most of the time of teacher and pupil should be occupied in the manner I have indicated.



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ABSTRACT

OF

SCHOOL COMMITTEES' REPORTS.

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# ABSTRACTS.

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## BARNSTABLE COUNTY.

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### BARNSTABLE.

As the truant laws are in progress of revision in the legislature, we withhold what might otherwise be said on that subject. We cannot forbear, however, calling the attention of parents to their awful responsibility in this respect. The statistics of the Census Bureau reveal the alarming fact that four-fifths of the crimes committed in New England are distinguished under the head of "No Education." In other parts of the country, from four-fifths to nine-tenths of the criminals are returned as destitute of "Common School Education" or of any trade. Of juvenile offenders, ninety-five hundredths are from ignorant and idle homes, and a large number of them were truants from school at the time of arrest. Such warnings should not go unheeded.

*For the Committee.*—NATH'L HINCKLEY, *Chairman*; AARON S. CROSBY, *Secretary*.

### BREWSTER.

We believe that those who do not intend to make teaching a profession and will not prepare themselves for it, but teach for convenience, ought not to be employed in our schools.

It is here we are very much in fault. Miss A, from the Common School, becomes a teacher; Miss B, has devoted years solely to the work of preparing herself for the profession. In both cases we give the same, or nearly the same salary. By this means do we encourage laudable effort and the due anxiety to secure the means to insure success?

*School Committee.*—TULLY CROSBY, *Chairman*; M. ELIZABETH CROCKER, *Secretary*; S. H. GOULD.

## CHATHAM.

*Teachers.*—With the exception of the High School, we commenced the year with a full supply of teachers from our own town, for which thanks are due to the citizens for their liberality, which has enabled us to educate and qualify a number of our own people to an extent which renders them fully competent to assume the responsible task of conducting our schools successfully, from the lower Primary to the highest grade of a Grammar School, and we confidently trust that henceforth we may not be compelled to seek beyond our own borders for equally efficient material to supply our wants in that direction.

*School Committee.*—DAVID H. CROWELL, JOSHUA Y. BEARSE.

## DENNIS.

Better shorten the term of the school if there is no other remedy. Good teachers are as much needed in our Primary Schools as anywhere. More is done to shape the child's character and future destiny between the ages of six and twelve years than any other six years of life. The Primary School is the foundation of the educational structure, and it should be well built. It is a false notion that anybody can teach young children. It is false economy to cheapen the Primary Schools in order to help out higher schools. It is like attempting to erect a substantial building on a shaky foundation.

*Superintendent.*—LEVI HOWES.

## PROVINCETOWN.

The per cent. of attendance in all the schools is eighty-seven and seven-eighths per cent. That of the High School is eighty-one and nine-elevenths; of the Grammar, eighty-five and two-thirds; of the Intermediate, ninety and one-half; and of the Primary, eighty-nine and one-fifteenth per cent., a percentage that is rarely equalled. The attendance at the High School has been very good indeed, when we take into consideration that a large majority of the scholars of the school are young ladies, and the location of the school-room and the means of access to it.

The whole number of scholars present at the reviews is seven hundred and eighteen. Forty-seven were at the High School, two hundred and three at the Grammar, one hundred and eighty at the Intermediate, and two hundred and eighty-eight at the Primary Schools. The whole number of visitors present at review was three hundred and thirty-four; of this number, fifty were at the High School, one hun-



dred and fifty-six at the Grammar Schools, ninety-two at the Intermediate, and thirty-six at the Primary Schools. It is sufficient to say of these reviews that they have passed off well, giving unmistakable evidence of diligence and earnestness in the discharge of their several duties both by the teachers and pupils of the respective schools.

*Superintendent of Schools.*—B. F. HUTCHINSON.

### SANDWICH.

The advantage of this stable High School to the various lower grade schools is very evident. An ambition is excited, a prize is held out for their attainment, and a new interest is awakened. A perfect recitation, prompt and regular attendance, acquire a deeper and more important meaning to the pupils of these schools, than ever before; for the necessity of these cardinal virtues of the school-room to an admission to the rights and privileges of the High School is made evident.

The moment the child perceives that his teacher cares for him,—cares more that he should recite a perfect lesson, for his own sake, than that she may get through her work the more quickly, and that a watchful, loving care is over him in the school-room as well as home,—that moment his imagination invests the teacher with superior powers and attributes; lifts her up as one worthy of obedience and respect. Who has not noticed this? Can we not all in memory go back to some teacher of our childhood, whom even maturer years have not wholly divested of the glamour which this youthful adoration has thrown around her? When, also, we add to this interested attention a correct idea of a natural system of instruction, we have a model primary teacher. In the methods adopted for imparting instruction in the Primary Schools, we would deprecate too close an adhesion to what is called the alphabetic method of teaching. Nature would rather teach by the method which she adopts with the little child, that words expressing ideas come first, and not the absolute symbols of the elements of that word.

Some interest has been awakened in a few of our schools in regard to the topic of drawing. The methods indicated by Walter Smith, Esq., at the Institute held in this town, have assisted our teachers in presenting this subject to their pupils; but the lack of a perfect system of grading in most of our schools, and the consequent results of too many classes for each teacher, have rendered it impossible to attain any marked success in this department.

*Superintendent.*—WM. C. SPRING.

## BERKSHIRE COUNTY.

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ADAMS.

The events of the past three years have so completely revolutionized the system of Common School instruction before in use, that happily but few traces of ancient ways now remain. With improved facilities have come new and better methods of instruction, more exact classification, an established course of study and we trust a clearer conception of the value of education to the individual and to society. The unanimity of sentiment among the citizens of the town in matters relating to the improvement of the schools, the encouragement and support they have given to the committee in the discharge of their duties, are gratifying facts, worthy of acknowledgment, and afford an earnest that the "new departure," once taken, will not be speedily retraced.

Under a more enlightened administration and better influences, these schools may become much more efficient instrumentalities in the work of education than they now are. This is the present demand. It is not alone the spoken word, or order, or system that is efficacious in the work of instruction. The mind of every scholar is impressed, inspired, moulded and directed by the influences that surround and act upon it, as well as by the truths communicated directly to it. The air and the sunlight minister to the growth of the plant equally with the grosser materials drawn from the earth. That those to whom the work of educating the young is intrusted, under whose influences they are daily brought, whose conduct is an example to be followed, should themselves possess and exemplify the attainments and qualities both of the head and the heart which it is the office of education to impart and cherish, is among the commonest maxims in teaching. The value of self-restraint and truthfulness, for example, as elements of character, cannot be successfully impressed upon the mind by him who exhibits frequent ebullitions of passion or whose word is not to be implicitly believed. The principles of grammar cannot be well taught by one whose daily speech is a constant violation of those principles. A love of science, philosophy and history, a fondness for the delights of learning and literature, can be inspired and cultivated only by those whose minds are thoroughly imbued with a kindred love and who

have themselves yielded to the fascinations of those delights. It is a law of physics that a fountain will not rise above the level of its supply; to that level it constantly aspires. This law has its counterpart in the sphere of mind and morals and in no relations are its operations more manifest or fraught with graver consequences than in that subsisting between the young and those to whom their intellectual and moral training has been chiefly committed.

*For the Committee.*—J. ROCKWELL.

*Music.*—Nature, like her Divine Master, is no respecter of persons. With impartial hand she scatters her gifts and graces alike upon every class of society. As a sequence to this law we often find rare musical abilities among those children to whom fortune denies the means of culture, and needing but its guiding hand to render them accomplished musicians. This culture the committee measurably provides, by making music a branch of regular instruction in the schools. Here its effects are invaluable; its softening, refining influence lends an important aid in controlling wayward, perverse and intractable spirits, thus materially promoting the discipline and good order of the schools. It varies the monotony of study, cultivates fine perceptions and a love for the beautiful, tranquillizes nervous sensibility, and gives expression to many of the purest and best emotions which can animate the heart. Nor are its benefits limited to the schools; its refining, elevating influence is carried to the fireside, the social gathering, and is felt throughout society. I know that some assert that the study of music in the schools involves needless expense and should be dispensed with. I maintain that the committee would be false to their trusts, should they neglect to cultivate as far as practicable, this together with every faculty of the pupil, which the wisdom of a beneficent Providence has implanted.

*Superintendent.*—ISAAC W. DUNHAM.

*High School.*—Our course demands four years of continuous hard work. Many subjects are considered which do not bear very closely on practical education. In fact, when we advance beyond the most elementary work, all studies are chiefly disciplinary and not, in any immediate sense, practical.

“What good will this study do my child?” is not an uncommon question in regard to almost any work beyond the first year of the High School course; and the child, imbued with a doubting spirit begotten by this query, does the work in a half-hearted manner and most likely a distaste for study grows until the only profitable thing to be done is to retire from school labor altogether.

It would be invading the province of my superior officers to enter into the discussion of this matter to the extent which its importance demands ; but I may be excused, in passing, if I urge most earnestly each and every parent to give to their children the most liberal culture that their means will allow. The study of Latin, confessedly, imparts very little information ; but it necessitates exact observation, and the problems of Latin construction often demand the shrewdest balancing of probabilities. Algebra and geometry will not teach the art of finishing gingham ; but will develop the power of consecutive thought, without which any business success is impossible. English history cannot be directly transformed into bread and butter ; but without some knowledge of it even newspaper literature is not fully intelligible. A knowledge of the great ocean currents will probably never assist any of us to navigate a ship ; but what person who pretends to common intelligence can afford to be ignorant of the general facts concerning the same. The nineteenth century is not the fellow of the eighteenth. Let us fit our sons and daughters for the future and not chain them down to the past.

*Superintendent.*—W. W. SPAULDING.

#### ALFORD.

Our schools are at present destitute of all requisite apparatus, all mechanical accessories to aid teachers in explaining, simplifying and fixing ideas in the minds of pupils. We have no maps either to adorn the walls of our school-houses or assist in illustrating geographical localities. There are other essential articles of school-house furniture besides desks and benches. School-houses must be made pleasant and attractive ; we must have maps both to relieve the dull plainness of white walls, and for continual reference during recitations ; we must have globes to explain the revolutions of the earth and the wonders of the firmament ; we must have every mechanical appliance that can assist in the education of youth and bring all difficult instruction into such comprehensive forms that young minds can grasp. These accessories to teaching are to the minds of children what illustration is to conversation. Their benefit is illimitable, their need deplorable.

*School Committee.*—W. C. HINMAN, HENRY W. SMITH, BENTON E. STODDARD.

#### HANCOCK.

*Teachers.*—A great obstacle to success is the frequent change of teachers.

This greatly embarrasses the working of our school system. It must indeed be admitted that an incompetent teacher should be superseded

by a better one ; but other things being equal, pupils will learn more from a teacher whose method of government and instructions they are familiar with than from a new one.

The experience of one term is a very valuable preparation for the next, and a thorough knowledge of the standing and capacities of the pupils, in the various branches, is exceedingly important to enable one to instruct successfully. A teacher should understand human nature sufficiently to adapt himself to the peculiarities of the scholars, in order to stimulate them in the most efficient manner. If a teacher has succeeded well, has evinced skill, industry and intelligence, it is almost without exception a decided detriment to a school to change.

One permanent teacher of the right stamp will undoubtedly do a great deal more in training and in disciplining a school than a succession of teachers equally well qualified. A new teacher introduces a new order of things, and it takes time to get accustomed to it.

*Irregular Attendance.*—Notwithstanding the almost universal complaint of the shortness of the school-year, more than one-fifth the time we now have is lost to the greater portion attending ; the average attendance being but four-fifths of the whole time.

It cannot, of course, be expected that every scholar will always be punctually in his place ; but we believe that great improvement can be made in this direction if parents will co-operate with the teacher. Tardiness and irregularity of attendance are more the result of habit than necessity. It is difficult to see why, in any community, the children of some families are always punctual and regular in their attendance, while others are habitually absent or tardy. The loss to the children and school cannot be reckoned by moments alone ; it enters into and affects all the interests of the school. If a scholar is absent at the time of recitation, the teacher must either devote special time to the tardy scholar, or the exercise will be lost to him for the day. The injurious influence of this difficulty is everywhere observable, embarrassing the teacher and rendering the school less successful than it otherwise would be.

*School Committee.*—WM. H. HADSELL, HENRY BARKER, ANDREW WHITMAN.

## HINSDALE.

Our principal encouragement lies in what we believe to be a fact, that the schools are in advance of what they were a year ago. While in this as in every other expenditure of the town we are in favor of a rigid economy, we cannot, as a town, afford to raise a less sum than is necessary for a high efficiency in our Public Schools. We should keep abreast with the advancing progress of the age in adopting the modern improve-

ments of education. The standard of a good education fifty years ago is not the standard of to-day. The children now attending our schools will enter upon the cares and business of life in the future. The amount of knowledge which has insured success in the past, will not be sufficient. They must be able to compete with the future, with all its accumulated knowledge and intense activities. In agriculture, manufactures, mechanics, and in almost every department of human industry, the most wonderful inventions and improvements have been made during the last fifty years. From the immaterial nature of mind, new inventions cannot be applied in its development. Each individual must, by the slow and laborious process of exercise, strengthen, enlarge and quicken its operations. Still there are modern improvements and methods which greatly assist the process of education. Prominent among these is the system of graded schools. This is simply applying the labor-saving principle, so successfully applied to industrial employments, to schools. The scholars may be considered as the raw material, the teacher, the books and apparatus the power and machinery which are to mould and develop their faculties. How can this be most economically and thoroughly done? Certainly by gathering those of similar studies and acquirements into classes of such numbers that considerable time can be spent by the teacher in explanation and drilling at each recitation. The experience of teachers is, that it is much easier to maintain that mental excitement and emulation which are essential to mental discipline and acquirement in large classes than in small ones. This accords with the observation of the committee even under the imperfect system of graded schools we have in the central part of this town, as compared with the four districts, where the average attendance is not over a dozen scholars.

*School Committee.*—P. L. PAGE, LYMAN PAYNE, E. H. GOODRICH, Jr.

### LANESBOROUGH.

It is a great pleasure to the town committee to be able to report progress in our Public Schools. Under the old district system our schools had fallen so low that they ranked among the poorest in the State. After the district system was abolished the authorities of the town were called upon to appraise the school-houses in the different districts, and found the most of them in a very dilapidated state, some not worth repairing.

The citizens of the town were called upon to consider the propriety of repairing and building new school-houses, and by special effort of a few citizens a new system was entered upon, to make thorough repairs where they were worthy, and build new buildings where it was neces-

sary. Within the last two years \$7,000 have been spent for building and repairing.

The foundation for good schools was laid; without good school-houses and commodious rooms it is hardly possible to have good schools. It gives a new impulse, and the scholars are more contented and willing to be studious.

Our purpose is, as far as possible, to get experienced teachers. Lady teachers, in all their intercourse with the pupils, should be lady-like. This is one of their most important qualifications. A child just commencing to go to school needs a perfect example, and to be dealt with tenderly, as the mind is tender and easily impressed; correct language should always be used, and the incorrect language of the child corrected. It is the privilege of the teacher so deeply to impress the child's mind with kindness that it will never be forgotten.

*School Committee.*—JUSTUS TOWER, WM. A. FULLER, HENRY J. FARNHAM.

### LEE.

*The Condition of the Schools.*—We are happy in being able to say that the character of the schools, taken as a whole, was never better. There have been few changes among the teachers during the year, and many of the schools have been taught by the same teachers who instructed them last year. The policy of your committee has been to secure the services of the best teachers we could find, and they have all been engaged for the year, not the term, and when practicable are continued in the same school from year to year. The schools of the town are so systematized that they are kept 40 weeks each, all commencing and ending on the same day. The scholastic year is divided into three terms; the spring and fall terms, continuing 12 weeks each, and the winter term, 16 weeks. This plan gives all the children of the town equal advantages for an education. The system is working admirably, and we can perceive a constant improvement in the scholarship of the pupils. Even in the small school in the extreme east part of the town, where the sessions formerly were short, as the money was short, and where we did not expect to see much mental development, we now find some ambitious and advanced scholars. While we are gratified with this improvement, we desire also to say that there is room for further advancement. In some of the schools there is a tendency to a mere routine of duties, without much awakening of thought. The rules of grammar and arithmetic are recited but not comprehended. This is, however, the exception, not the general rule. We wish to make no invidious comparisons, but it is simply justice to say that for thoroughness of instruction, punctual attendance, and a general enlistment of

the energies of the pupils, the schools in the North Centre take the lead of all the others. The schools here have the advantage of being graded, but in the lower grade, where discipline is most difficult, the order is almost perfect, and the attention and co-operation of the pupils fully enlisted. In the higher department the energies of the scholars are kept constantly screwed up to concert pitch, and the candidates for the High School coming from this department are found quite uniformly to have the foundation of an education well laid. There is no reason why all the schools of the town may not attain the high standard of those in the North Centre.

*School Committee.*—ALEXANDER HYDE, GEO. E. CALLENDER, JAMES LEVY, N. W. SHORES, HENRY C. HURLBUT.

### LENOX.

Whatever may have been the considerations that induced the planting of an educational institution upon the bleak and almost inaccessible height which the school-house now *adorns*, we are persuaded that none can now be adduced weighty enough to prevail with the sober sense of the people for its continuance in the present locality. The idea of treating a school as a nuisance to be partially abated by removal to some out-of-the-way section of the neighborhood,—which seems to have been entertained and acted upon to some extent in former years in the location of school-houses,—has become dissipated by the growing intelligence and educational advancement of the people. Not only the most central but the most costly and desirable sites are now selected for the erection of school edifices; and architectural skill is called in to devise what is most fitting in structure, and æsthetic taste to design what is most attractive in surroundings, that the ministries of the spot where so many lives are shaped and colored, shall be to the development of systematical and beautiful characters. Realizing that the education to be aimed at in our Public Schools is not merely intellectual development, but the culture and expansion of the highest faculties of the soul,—to beget right tastes, habits and principles,—we should endeavor to make the place where our children pass so large and important a period of their existence to conduce to this end. What apology then can we offer to ourselves, that we further delay the removal of the present school building to a more eligible situation? If any one is disposed to halt in this matter, let him attempt to scale the classic heights, where this educational temple looms afar, on some of our blustering winter mornings, as he sees the tender children of the village toiling up the steep and slippery ascent. Let him brace himself for the conflict, as he rounds the corner of the cemetery, for the ruthless north-wester will strike him harshly in the face.



Plodding up the steep declivity, he will have to stop often to regain his foothold, and turn squarely with the wind to reclaim his breath. As he gaspingly arrives at the portals let him knock and enter, and behold how everything conspires to make the acquisition of knowledge an easy and delightful exercise. In a few moments a perceptible tremor creeps over him, and he finds himself, to all appearances, in the incipient stages of a popular western malady. The wintry blasts, with nothing to break their force, crash down with terrific violence on the groaning structure. The shutters creak fearfully in the wind, and no voice less powerful than a trumpet is distinctly audible across the room. The pupils huddle and crouch, and the teacher shirks or storms. Everything is awry, and testifies convincingly against the improvidence (we had almost added, inhumanity) of such a school. We suggest that the town give this subject prompt and earnest consideration.

*High School.*—The value of such a school is manifold, giving character to the town, affording an opportunity to the poorest child to acquire an education which shall fit him for any vocation in life, stimulating the exertions of the pupils in our Common Schools, who are desirous of enjoying its advantages; and in graduating therefrom those who, as teachers of our Common Schools, shall not pursue the mechanical routine prescribed in the books, but with a juster apprehension of the end of education shall labor for the formation by their pupils of those habits of thought, attention and diligence which shall best fit them for the duties of life.

The town may well point with pride to its school record for the past ten years. During that period it has made advancements which are unparalleled by any other town in the State. Rising from a companionship with the Marshpee Indians after having sunk below all other towns of the Commonwealth, it now stands in the front rank of its sister towns in the State, and in the comparative amount of money appropriated for the education of each child in the towns of this county, between the ages of five and fifteen years, it stands at the head of the list.

*School Committee.*—J. F. MORELL, GEO. FITCH, J. ROCKWELL.

## MOUNT WASHINGTON.

One of the first changes we desire to see is new methods of teaching. The old, hum-drum way of sitting and hearing lessons is really and justly out of date. It is a mechanical, dull drill that consumes time and gives no real teaching. Genuine teaching is in great part the influence of mind upon mind, and the teacher who tamely reads off the

questions from a text-book, while the class, with equal tameness and much stumbling inaccuracy, repeat the answers, is doing but a small part of his work. Teaching should be suggestive; it should wake up the young mind, and not only give the knowledge of facts which the scholar may glean from his school-books, but set him thinking, and show him from experience that he can learn for himself when his powers of observation and comparison are somewhat developed. Schools should make more active, liberal and logical minds, as well as store those minds with a few plain facts in geography, arithmetic, &c. Perhaps some teachers may think that these aims are above the reach of the common district schools, but indeed they are not. It is often easier to awaken the minds of young children and incite in them a love of study, than to inflame older minds that have settled into a sort of chronic lethargy. Even very young children can concentrate their attention so as to master points of study at which those who are much older often stop, if the teacher has tact and knowledge to point out to them the necessity and advantage of such concentration.

*School Committee.*—H. S. GOODALE, O. C. WHITBECK, IRA C. LAMSON.

### NEW MARLBOROUGH.

*Truant Laws.*—Art. 1. The town of New Marlborough hereby adopts the provisions of the 42d chapter of the General Statutes of this Commonwealth so far as applicable to truant children and absentees from school; and also the provisions of the 207th chapter of the Acts of 1862 and the several Acts in addition thereto or in amendment thereof.

Art. 2. Any child between the ages of seven and sixteen, while a member of any Public School in said town, who shall absent himself or herself from school without the consent of his or her teacher, parent or guardian, shall be deemed a truant.

Art. 3. Any child convicted of any offence described in said Acts, or either of them, shall be punished by a fine not exceeding twenty dollars, or by confinement in any institution of instruction, house of reformation or suitable situation which shall be provided for the purpose, for a term not exceeding one year.

Art. 4. All complaints for offences under these by-laws, shall be made before any trial justice in the county of Berkshire or police court in the county.

Art. 5. Four truant officers shall be annually chosen in the town of New Marlborough at its annual meeting, to serve for one year, whose duty it shall be to inquire into all violations of these by-laws and do all the acts required of them by the laws of the Commonwealth, to

enter a complaint against any one found unlawfully absent from school, or violating any of these laws or by-laws.

Art. 6. It shall be the duty of every truant officer, prior to making any complaint before a justice, to notify the truant or absentee child, and its parents or guardian, of the penalty for the offence. If the officer can obtain satisfactory pledges of reformation, which pledge shall subsequently be kept, he shall forbear to prosecute.

Art. 7. It shall be the duty of the school committee and the teachers of the Public Schools, and the citizens generally in said town, to report the names of any person or persons violating any or either of said Acts to the truant officer of the town, that they may be complained of therefor.

Art. 8. Truant officers shall receive such compensation for their services as the town may determine.

Art. 9. Any truant officer who knowingly neglects the duties of said office shall be subject to a fine not exceeding fifty dollars for any such offence.

Art. 10. It shall be the duty of the truant officers to keep a full record of all acts and doings, and make annual report thereof to the school committee, who shall publish the same with their report.

Art. 11. Nothing in these by-laws shall be construed to control or impair the obligations and duties of teachers to enforce punctuality and regularity of attendance, and to preserve good order and discipline.

Art. 12. These by-laws and the rules and regulations for the schools that the school committee may hereafter adopt, with the following extract from the school laws, shall be printed and posted in every school-house in town. Section 1st of chapter 41 General Statutes says: "Every person having under his control a child between the ages of eight and fourteen years, shall annually send said child to some Public School at least twelve weeks, six weeks of which shall be consecutive. For every neglect, the party offending shall forfeit twenty dollars."

*Rules and Regulations Adopted by the School Committee.*—1. The teacher shall have the charge of the school-room, and be responsible for its order and cleanliness, and have a general supervision of the entire school premises.

2. Damages. The teacher is authorized to collect 25 cents for each light of glass broken, and procure some one to replace the light who can do it without damage to the window, but never allow a scholar to replace it; and collect one dollar for every scratch or knife-cut made on any new seat or furniture, and 25 cents for every pencil-mark, scratch or knife-cut on any building or fence belonging to the school; said damage to be paid by the scholar, or parent or guardian of the

scholar, by whom the damage was committed. If said damages cannot be collected by the teacher, the teacher must make a record of the same and report to the committee—doing likewise with all damage done, not specified above. Teachers will be held responsible for damage if they do not report to a committee. A statute law enacts that “for wilful and wanton mischief, a fine not exceeding five hundred dollars, or imprisonment not exceeding one year.”

3. Profanity. Profane or obscene language by pupils in or around school premises, or in any other place during school hours, is absolutely forbidden. The penalty for violation of this rule, will be the state reform school.

4. Disobedience. Teachers shall exercise a kind and parental discipline. If there is direct opposition to the authority of the teacher, or continued disobedience in a pupil, or improper interference of parents, such as to render his example permanently injurious, the teacher shall report such person to the committee, that they may be dealt with for disorderly conduct, according to law.

5. Tardiness beyond five minutes shall be considered a violation of school hours; and tardiness or absence that interferes with the studies or government of the school, shall be reported by the teacher to a truant officer.

6. No text-book shall be used or introduced, except such as shall be authorized by the school committee. Teachers will notify the committee of neglect of parents or guardian to furnish proper books. The teacher must keep a record of books, and to whom thus furnished, that the price may be assessed and collected of the parents or guardian as prescribed by law.

*School Committee.*—H. D. SISSON, H. W. PALMER, M. R. CANFIELD.

## PERU.

In the report of the Agent of the Board of Education, in illustration of the beauties of the district system, an instance is given where a school was taught some months for the benefit of one scholar, at an expense of sixty dollars. Were other examples wanting, we have in the past year furnished one, for more than one-sixth of the town appropriation for schools has been expended for the benefit of one family. It may be a pertinent inquiry, whether wrong and injustice may not have been done to others, by the absorption of so great a proportion of the public funds for the educational interest of one family. The sum may not have been too large, were there no remedy. But by an Act of the legislature, towns are authorized to provide for the conveyance of pupils to the school centres when it may be deemed expedient.

Some of the advantages of the culture of drawing, claimed by its advocates are as follows: The better training of the hand for any sort of work, the eye to see, the mind to comprehend; formation of habits of neatness and accuracy; it cultivates the power of attention, arrangement, and the sense of fitness and good taste; increases the products of inventive and industrial activity; contributes to general social elevation and refinement, and increase of enjoyment, &c. These views are calculated to correct misapprehension of those who have thought of drawing as a fancy study, and have not considered the subject in all its educational bearing. It will be perceived the great purpose is not to make artists, though undoubtedly there is latent talent in the country that a course of instruction in drawing would bring out, and render famous as well as serviceable. Already much attention is given to this branch of study in many parts of the State, and its general introduction into Primary Schools is urgently recommended by the best educators we possess. The want of trained teachers is universally felt, but it has been said, if we wait for this we may always wait. Teachers may readily provide themselves with books containing the elementary principles.

Your committee would recommend the teachers who may be connected with our summer schools, to give daily instruction in the rudiments of drawing, commencing with the smaller pupils, and beginning, as has been suggested, by placing dots or points, at regular intervals, straight lines, curve lines, geometrical figures, simple objects. Such exercises would incidentally facilitate the acquiring the art of penmanship, and impart additional interest to our schools.

*School Committee.*—GEORGE L. THOMSON, CYRUS S. ROCKWELL.

### PITTSFIELD.

Attendance at school, by the present law, is rendered compulsory for three months in each year for every child between the ages of eight and fourteen years, six weeks of which time shall be consecutive, with penalties for disobedience, except in certain special cases, while at the same time, the towns are required to maintain their schools at least six months in the year.

Would it not be right and just to change the statute so as to require attendance for the whole period during which schools are required to be maintained, believing attendance upon the schools should be compulsory for the child, for the same period in which the maintenance of the schools is compulsory for the tax-payers? It is in the virtuous intelligence of the citizen that the prosperity and security of the community rests. The rightfulness, then, of compulsory education cannot

but be admitted. Did there not exist in almost every community a large and growing class of persons, not only ignorant themselves, but too willing to keep their children in ignorance, there would be no necessity, perhaps, of enforcing this right.

Persistent irregularity in attendance is an injustice to the teacher, a positive injury to the school, as well as to the pupil; it shows inexcusable neglect on the part of parents, and a disregard to cultivate in their child habits of punctuality; it tramples on the rights of school officers, who have a demand on the pupil's regular attendance, if that pupil is a member of the school at all. If the parent has any interest in the welfare of his child, any desire for his intellectual progress, any wish that he become prompt and regular, it is hoped he will look thoroughly to this matter of irregular attendance at school and improve thereby.

*Compulsory Education among different European Nations.*—An Italian journal, "L'Eco d'Italia," contains some interesting reports as to the educational condition of different European nations. In Saxony, it is compulsory; all the inhabitants of the kingdom can read and write, and every child attends school. In Switzerland all can read and write, and have a good primary education. Education is obligatory, and greater efforts, in proportion to its means, are made to impart primary instruction than in any other European nation. In all the smaller States of North Germany education is compulsory, and all the children attend school. In Denmark the same is true. All the Danes, with few exceptions, can read, write and keep accounts. The children all attend school until the age of fourteen.

In Prussia almost all the children attend school regularly, except in some of the eastern districts. An officer who had charge of the military education of the Landwehr, in twelve years had only met with three young soldiers who could neither read nor write. An inquiry having been instituted, it was found that these three were the children of sailors, who had been born on the river and had never settled in any place. Instruction is obligatory.

In Sweden the proportion of the inhabitants who can neither read nor write is one in a thousand. Instruction obligatory.

In Baden every child receives instruction; and in Wurtemberg there is not a peasant, or a girl of the lowest class, or a servant in an inn, who cannot read, write and account correctly. Every child goes to school, instruction being obligatory.

In Holland public assistance is taken away from every indigent family that neglects to send its children to school. It is estimated that the number of illiterate is three per cent.

In Norway, almost all the Norwegians can read, write and account passably well. Instruction obligatory.

In Bavaria, among one hundred conscripts, but seven whose education was incomplete or entirely wanting were found. Instruction also obligatory.

France, with its twenty-three illiterate conscripts in a hundred, occupies the twelfth class. It is followed by Belgium, Italy, Austria, Greece, Spain, Portugal, Moldo-Wallachi, Russia and Turkey, in the order named. In Italy, however, the conditions vary much according to the province.

*Superintendent.*—JOHN M. BREWSTER.

### RICHMOND.

Upon the registers we find recorded the names of parents of the children who have visited the schools from time to time. Their faces are always welcome to both teacher and scholar, and as we read them, we feel that they too are not averse to the welfare of those given them by a kind Providence. We also read upon their pages the names of teachers, and a goodly number of young masters and misses, from this and adjoining towns, which we doubt not gives pleasure and encouragement to teacher and pupil; and their pages are honored with names whose locks are tinged with silver, and whose days for near threescore years, more or less of them, have been spent in teaching the young idea how to shoot.

*School Committee.*—H. L. SALMON, GEO. COOK, S. M. REYNOLDS, C. W. HALL.

### SANDISFIELD.

We may conveniently divide teachers into three classes. In the first there are those who, to a good character and exemplary life, have added thorough knowledge and skill in governing and teaching, which, pre-eminently, fit them for their calling. They enter upon their great work with a serious conviction of its responsibilities and demands. Such teachers generally secure the affection of their pupils, and command the confidence of the parents. They govern their schools easily, and are always acknowledged as model teachers.

2. There is another class, who teach acceptably, but do not govern well. They are faithful in the discharge of duty, and for this deserve the approval and commendation of their patrons. We wrong them to overlook these excellences. Further self-discipline and experience will, no doubt, enable them to rank high in their profession. They should patiently improve themselves in those things wherein they are now deficient.

3. There is a third class of teachers, who are entirely unfit for the business of teaching. Perhaps they have neither the mental nor the moral qualities requisite for success in this difficult and responsible work; perhaps they dislike the work which they have undertaken and feel entirely out of place in the school-room, and only undertake this because they do not find other business that pays as well. Such persons should not follow teaching, for they not only injure themselves, but those who are under their instruction, and are almost sure to meet with failure.

There are also three classes of parents, corresponding in a measure with the kinds of teachers described. They are, first, your sensible, prudent parents, who know how to prize the services of competent teachers and who seek by suitable means to make them successful and happy in their work without looking to find them perfect in every respect. They lend their influence and their aid in promoting a good public sentiment in relation to their labors.

There is another class of parents whom it is often difficult to please, but very easy to offend. While everything goes along smoothly at school they are, perhaps, friendly toward the teacher; perhaps they praise him, whether he is worthy of it or not. If he is the teacher of their choice and no prejudice exists in the beginning, at first the school goes along very nicely. But things do not always work smoothly in the school-room. Unruly children must be checked, else the usefulness of the teacher, as teacher, is at an end. Perhaps they are punished for their misdemeanor and go home with their complaints to their parents, who, of course, think they are abused and sympathize with them. The bond of friendship between those families and the teacher is broken, to be repaired no more. Now what a commotion in those families; every act of misdemeanor that has ever happened in the school-room is now brought up and talked over in the presence of the children, who are not unwilling perhaps to fan the flames and spread the conflagration. The work of discipline and instruction in the school-room now grows harder from day to day. It is not strange that even our best teachers grow discouraged and disheartened under such circumstances and often wish to abandon their calling.

There is another class of parents in nearly every community who take little or no interest in schools. They do not appreciate the facilities afforded for giving their children a good education; they take no pains to make them prompt and regular at school; they do not teach them to obey their instructor, or in the least degree assist him in his efforts to do their children good. What must we expect, but that the children of such parents will grow up little benefited by all the means of education within their reach.



## SAVOY.

In reviewing the history of the schools for the past year, we do not find much cause for congratulation, from the fact that there has been a decreased and more irregular attendance upon the schools than formerly. Of the amount expended for the support of schools, only sixty-five per cent. of the scholars received the benefit. Of every hundred dollars appropriated, thirty-five were expended upon vacant seats. This tax was paid to irregular attendance, indifference or neglect. Absence not only discourages the teacher, but it detracts from the interest which the scholar feels in his studies and his ability to understand them. It breaks the connecting link which his lessons have with the preceding, by depriving him of a knowledge of those that intervene. By it the instruction is wasted, the school deranged, and the children form habits of irregularity which will cling to them through life. Who is to blame? Where shall we look for the remedy? In most cases it is with the parents. Until they apply the appropriate remedy, until they make some effort to send their children regularly it cannot be prevented.

*School Committee.*—F. C. BOURNE, S. P. DRESSER.

## STOCKBRIDGE.

It has been said, and we think with great truthfulness, that “the most important branch of administration as connected with education, relates to school inspection.”

This is undoubtedly one reason why the schools of Prussia, Holland, Saxony, and some other of the European states, are the best in the world. The absence of a thorough supervision of our schools, is probably the weakest part of our Massachusetts system, so admirable in all other respects. From our own experience, we most fully believe that what is needed for the highest efficiency of our schools, is “a constant, thorough, intelligent, impartial and independent supervision.” Such supervision operates as a continual stimulus to both teacher and pupils, producing both order and system, and a thoroughness in school duties which can be obtained in no other way. But it is difficult to find persons who possess the varied qualifications so indispensable to success, in such an important and responsible work. The greater part of school committee-men to whom this work is committed, are usually those whose time is almost exclusively occupied with their own business; who perhaps have not visited a school for years; who are unacquainted with the various methods of teaching; do

not really know what branches are taught in the schools or should be taught, the best modes of teaching them, or what is demanded, in order that the schools may become in the highest degree most effective and useful, as the educators of the rising generation. Most generally, too, after a committee-man has served one term, and begins to take an interest in the schools, and sees what they may and ought to accomplish, he retires, and some one else takes his place, to go through a similar experience. Hence, when a town obtains an effective committee,—a committee which has become interested in the welfare of its schools, and labors to promote their highest efficiency,—they should not be changed for “slight and transient causes,” but only upon the demands of the most imperious necessity. There is no good reason why a school should not have as complete and thorough a supervision as a factory, or other similar establishment, where the success of the whole depends upon the symmetrical and efficient working of the parts. “A school,” says Everett, “is not a clock which you can wind up and then leave it to go of itself.” But a clock, even, requires some direct, controlling and constantly supervising agency, or it would soon cease to tell us the time of day. We conclude, then, that to make our schools what they should be, they should have a careful, steady, and intelligent supervision.

*Irregularity of Attendance.*—This is an evil which your committee find prevailing in most of our schools, which greatly injures their usefulness, and which detracts from the credit due the town, for its exertions in behalf of the cause of popular education. Every absence of any scholar from a school even one day deducts one from the average attendance of all the schools in town; and where there are many and frequent absences, their amount in the course of a term or a year, in its results upon the general average of attendance in all the schools, is something almost fearful to contemplate. Hence in this town, where the average attendance ought, and might be at least ninety per cent., it is scarcely more than two-thirds that number. Hence among strangers, and those who are not acquainted with the liberal policy pursued by the town in relation to its schools, it gets the credit, or rather the discredit, of apathy in the great cause of popular education, and is placed low down in the list of towns which really have not manifested much interest in that cause, whereas it ought to stand among the first. But this is not the only evil. No scholar can make any real, substantial progress, in any study, who is frequently absent from school. Scarcely any evil is more deleterious in its influence upon any school, than this. It interferes with all the arrangements of the teacher, breaks up classes, and diffuses its baleful influence throughout the school in all its departments. You can never have a satisfactory examination of all your classes, because some scholar has been “absent”

so frequently that he has not been able to keep up with his class ; and if he attempts to make an exhibition of his acquirements, the result is generally mortification to himself and all concerned. No complaint is more frequent on examination days, than that which we often hear from many classes, which have taken great pains to prepare themselves for that (in 'their view) great occasion. "How I do wish A, B, C, and D wouldn't come to-day ; they haven't been to school much more than half the time this term, and if they come they'll spoil the examination." And should the parents of the delinquents chance to be present, they will be very likely to ascribe their failure to the partiality of the teacher, or some other equally insufficient cause.

Now it is not possible for any teacher to spend sufficient time with a pupil who is frequently absent, to enable him to maintain a fair standing with the rest of his class ; nor should it be expected. So also it would be gross injustice to keep back the punctual scholars, that the tardy ones might be able to keep up. Greater injustice can scarcely be inflicted upon any child, than to send him occasionally to school. If he has naturally any love for knowledge, it cannot and will not be gratified if he be kept at home on every frivolous pretext. He may attend school for a few days continuously, and become somewhat interested in his studies ; then he stays at home a day or two ; something else occupies his attention ; he returns to school again ; has fallen behind his class ; his teacher cannot do his work for him ; he loses his interest in his studies ; finds he is falling behind other children of his age in the acquisition of knowledge, soon begins to dislike school, avoids it as much as possible, finally ceases attending at all, and in a majority of cases becomes a burden, instead of a support, to society.

*Drawing.*—During the past year we have introduced drawing into all our larger schools, it having been prescribed as a study in all the schools of the State, by an Act of the legislature two years since. We consider this a most valuable addition to the list of studies, and hope soon to see its beneficial effects upon the pupils in all our schools.

*School Committee.*—M. WARNER, ED. S. CURTIS, WM. A. NETTLETON.

## BRISTOL COUNTY.

## ATTLEBOROUGH.

We have also given the schools the benefit of that statute which puts the State appropriation at the disposal of the committee for the support of the schools. That appropriation this year was \$342.50, and we have divided 75 per cent. of it among the districts for the benefit of the Common Schools, reserving 25 per cent. for the purchase of school apparatus, etc., as the law allows. A number of the schools have in consequence of this use of the money, been enabled to run a week or two longer than they otherwise could have done.

The committee would call the attention of the friends of education to the fact that this town's share of the dog tax returned by the county has gone into the common treasury for the past two or three years, whereas, it might legally have been used for educational purposes. This fund amounts to some hundreds of dollars. The appropriations also paid by the State to the town in 1870 and 1871 went into the common treasury. These appropriations amount in the aggregate to about \$800.

It thus appears that the town has been getting rich at the expense of her educational interests.

*School Committee.*—JOHN WHITEHILL, EBENEZER CARPENTER, S. S. GINNODO, O. C. TURNER, WM. B. HEATH, E. ADAMS, Jr.

## DARTMOUTH.

*The New System.*—In the spring of 1866, by a vote of the town, the school district system was abolished. Thus we have had six years' experience under the new system. What has been gained by the change? At the time of the abolition the schools were in a very poor condition, there not being interest enough manifested in them to provide suitable houses for the accommodation of the scholars, nor to procure in all cases competent teachers to instruct them. At that time there were twenty-seven separate school districts, and twenty-five separate schools supported by the town. Out of the twenty-five school-houses not more than half a dozen were at all suitable for

school purposes, and there were no High nor Graded Schools in the town. Since the abolition the number of schools has been reduced to twenty, ten new school-houses have been built and others repaired, three of which in the principal villages will accommodate two schools each. The ratio of average attendance in our schools in 1865-6 was only 59.38 per cent. of the whole number of scholars in town between the ages of five and fifteen years. During the past year it was 74.61 per cent. It was a rare thing then for a scholar to attend school through a single term and not be absent nor tardy. Many scholars are now regular in attendance, as will be seen by referring to the last pages of this report. These are sufficient proofs for the committee that steps have been taken in the right direction, and that we are now working under a better system. If the schools were worth anything under the old system, they are worth much more under the new.

The average attendance during the past year was about 75 per cent.; add 5 per cent. for unavoidable absence, and a loss of 20 per cent. remains. We believe this loss could have been avoided by proper care and concern on the part of parents and guardians. Can we put a money value to this loss? No; for no one can appraise in current coin the worth of an education, nor can he estimate the loss from neglected opportunities. We can only say that 20 per cent. of the benefits of the appropriation has been lost to the scholars. There is another view of this subject which we think ought to have and *would* have its weight with those who have the best interests of our schools at heart. It is the concurrent testimony of all teachers, that when a portion (even if it be a small portion) of a class is occasionally absent from school for a day or two, or a week, not only do the absent ones sustain a loss, but the entire school as well, because the time and labor bestowed upon the absentees to bring them up with their class-mates should in justice be given to the whole. If this is the case when an occasional absence takes place, what must be the effect on a class when the presence of all its members is the exception and not the rule? And is it right or just that those who are punctual should thus suffer by the shortcomings of others? It is sometimes the case that scholars are permitted to absent themselves from school on account of supposed family convenience, or because they "wish to go to a circus or show that has come to town," or that a neighboring cousin has come to visit them. These and other trivial excuses for being absent are worthless, for unsteady attendance breaks up whatever habits of application may have been formed, and the business of school soon becomes of secondary importance. When a school term commences and a scholar enters, he should be given to understand that to attend school from day to day is then his proper business, and he should be taught to follow it as sedulously

and unremittingly as the farmer and the artisan pursue their business. Not only should this be done for the sake of the present benefits derived therefrom, but also to form the habit of persistent, determined effort in following whatever vocation he may pursue in after-life. For what purpose was it that the law has made it obligatory upon towns to tax their citizens for educational purposes? Was it not that all children should have the opportunity of acquiring an education? Was it not because it was considered a duty which the community owed to those who should succeed them, that they should (so far as they were capable) be qualified to become useful members of society, because our civil and religious liberties are safe only in the hands and under the guardianship of an intelligent people; that in every grade and station in society, among law-abiding citizens, an educated person is of more worth to the State than an uneducated one?

*School Committee.*—JOB S. GIDLEY, GEORGE W. FRANCIS, JESSE TUCKER.

### EASTON.

*Drawing.*—During the last term your committee have introduced drawing into nearly all the schools, and as soon as possible will introduce it into all.

The agent of the Spencerian drawing-book (which we have adopted as our text-book) sent us an accomplished teacher (Miss Hoyt), who gave lessons to our teachers concerning the best methods of imparting instruction in this branch of knowledge.

These lessons were free of expense to the town, and of great assistance to our teachers.

As considerable objection has been made in some quarters to the introduction of drawing, we must remind those opposed to it that we have in this matter simply acted in accordance with our legal obligations; for the Massachusetts legislature of 1870 passed an "Act relating to Free Instruction in Drawing."

Considering the short time since drawing has been introduced, a very commendable progress has been made, and there are some cases where a high order of talent has been noticed. No persons who have much regard for true culture and accomplishments in their children will, on second thought, oppose this new branch of instruction, which is not only of positive benefit, but will afford, to some at least, many hours of rational enjoyment.

This is attended by very little expense, even where a text-book is furnished, and it can be successfully taught without this book.

*School Committee.*—WILLIAM L. CHAFFIN, OLIVER AMES, 2d, ALBERT A. ROTCH.

## DIGHTON.

*High Charges.*—For the benefit of our citizens we will explain somewhat. In our bills, handed to the selectmen, it has been our constant practice to give each item in full, asking per day what the law allows only (\$1.50), charging nothing for horse and carriage. Often have we taken our horse and carriage, travelled from two to four miles and back, spent a half day, and charged seventy-five cents. Sometimes, by starting early and getting home late, we visited two schools, asking one dollar. Recollecting in years past that labor has been scarce and wages high, that our “hands administer to our daily necessities,” it would seem that no person could necessarily find fault with our charges.

As to the amount of our bills. The past year we have felt the responsibilities of the schools resting upon us in a special manner. We have visited every school during each term at least once, and some a good many times. It has always seemed to us, and more so as we have more experience, that a few dollars expended in superintending the schools faithfully, especially in winter, when the schools are larger and the teachers often need an encouraging word, are well laid out. Indeed, for the town to raise thousands of dollars and then leave the schools to a partial superintendence, is “penny wise and pound foolish.” If one has abilities to address the young, stimulate them to exertion, drop a thought, like a precious seed, in the mellow soil of the heart, leave an impression on the plastic mind of the child, who can estimate the results? The birds, the flowers, the fields, are beautiful, but how do all these things vanish in interest as we look upon the animated face of childhood, stamped with intelligence and immortality?

The question is not, how *cheap*, but how *well*. Do business men and companies raise capital, lay out the work, employ men, then leave them to themselves without an oversight? The committee cannot visit near the commencement and end of the term, once in the middle, and always accomplish the most good. Sometimes it is all that is needed; at other times they should visit often; either succeed in improving the school or close it.

*School Committee.*—C. W. TURNER, JERVIS SHOVE, CHARLES S. CHACE.

## FAIRHAVEN.

No male teacher has been employed except in the High School, experience having satisfied your committee that even the Grammar School can be better taught by a competent female than by such a male as could be procured for the salary the appropriation would

admit of paying. Competent male teachers are in demand, even at increasing salaries. To employ such a one as could be secured would provide only an immature, inexperienced youth, engaging in teaching merely for the means it afforded to advance to some higher position, without that interest in the work that can alone make a successful, efficient teacher. But the success that has attended the substitution of a lady teacher for a male teacher in the Grammar School has been so apparent by the marked progress and improved deportment of that school that no one who has visited it questions the benefit of such a change.

No question is of more vital importance to society than that of education, and nothing will more sensibly affect the welfare, prosperity and happiness of your children than the improvement or neglect of the opportunities which our schools afford. Taxes are laid and collected, and the necessary funds appropriated to maintain them for the benefit of each and every child, and all should receive, either voluntarily or compulsorily, such an education as will qualify for the intelligent discharge of those duties that devolve on the citizens of a republic where the character of the rulers, the policy of the government, and even the perpetuity of its civil and religious rights depend on the intelligence of the people.

*School Committee.*—ISAAC FAIRCHILD, *Chairman*; C. D. HUNT, *Secretary*.

### FALL RIVER.

In the winter, an Evening School was opened in the Anawan-street school-house, for adults over twenty years of age. Owing to the lateness of the season it continued in session but five weeks.

The committee believe there is a class of persons of this age among us that would profit by such a school. It is humiliating for persons of twenty years and upwards, to attend school and be classed with children of fifteen years of age; especially is this so, when they are defective in the rudiments of learning. We believe, that if persons of this age are willing to attend school, they should have all the facilities the city can afford them to acquire knowledge. And we see not why, in addition to teaching reading, writing and arithmetic, they may not have the privilege and advantage of instruction in the rudiments of grammar, natural philosophy, chemistry, geometry, and their kindred branches. In cities, Evening Schools need to be adapted to the wants of young persons who desire to raise themselves in the social scale, and who intend to make themselves more useful by the education they acquire.

The State makes it obligatory upon cities to establish Evening Schools to give instruction in drawing, but in order for our young



men to make this art of much practical benefit to themselves, they should be familiar with the elements of geometry. And, to those who are deficient in this knowledge and wish to obtain it, means for its acquisition should be furnished. Would it not be wise to give this instruction in our Evening Schools and thereby aid in making the Drawing Schools more useful to our young men? Is it not our duty to allure them into such places, by letting them drink from Euclid, rather than to permit them to spend their evenings on the streets in idleness, or in the dram-shops drinking lager? And is it not better for them to become conversant with nature's laws and forces, which elevate, rather than with those habits and vices, which but degrade and vitiate their whole being? The same is true of the other sex. We have a duty which we owe to the young men and women of our city who have been deprived of obtaining an education. Shall we do it? •

We quote the following to show what Saxony is doing for her youth in the Evening Schools. "A novel and most interesting experiment in the field of elementary instruction has just been resolved upon in Saxony. Hitherto, as everywhere else, so in that small but highly developed kingdom, the youth of the lower orders, upon being apprenticed to a trade, have been left at liberty to forget the little they learned at school. Attendance at Sunday schools and evening instruction provided by the State and charitable societies was perfectly optional. By a law just passed this liberty is abridged, and compulsory attendance at Evening Schools exacted for a period of three years. This is the first time, if we are not mistaken, in the annals of the world, that an attempt has been made by a State to extend the education of the humblest classes beyond the merest rudiments, and after they have entered upon the business of life. Saxony, already the best taught portion of Germany, will by the new law be more than ever in advance of her sister States."

*School Committee.*—WM. CONNELL, JR., JEROME DWELLY, S. WRIGHT BUTLER, C. E. LINDSEY, JAMES M. ALDRICH, LYDIAN S. ADAMS, SIMEON BORDEN, CHAS. J. HOLMES, WM. A. KENNEDY.

In accordance with the vote passed by you, the self-reporting of conduct and scholarship by the pupils, has been abandoned as a practice in the schools. In order to obviate the tendency to unhealthy excitement produced by a marking system which excites the half-dozen best scholars to struggle for the head of the class, while four-fifths of the pupils remain uninterested spectators, and at the same time to preserve all the good effects which the stimulus of marking for scholarship exerts upon a school, and to communicate a knowledge to parents of the degree of faithfulness with which their children perform their school duties, and the regularity which they attend school, certificates

of three grades are issued, which indicate at sight the position of the pupil in his class. These are so distributed that any scholar who is studious and attentive receives one of the first grade, while those who are indolent, inattentive or irregular in attendance, receive those of the other grades. The influence upon those who need stimulus is very marked. It is possible for every pupil, by diligence in study, to carry home a good report, and the teachers testify that those pupils who had before been careless and indifferent, have become industrious and faithful, so that in some of the schools nearly every one has secured an honorable record.

Notwithstanding the instructions received in drawing by the teachers, and the interest generated by the establishment of a Drawing School, the progress in this branch in the schools is not so satisfactory as could be wished. I attribute this chiefly to the drawing-books in use. So much time is consumed on the first principles, that the pupils become tired and disgusted before they reach the part of the work in which alone we should expect them to be interested. Reading, writing and drawing seem to me to be arts rather than sciences, and should be so taught. Success depends upon the power of imitation, and the pupil needs practice rather than theory. It seems to me worse than useless to encumber these branches with rules and definitions, which consume time and patience to no purpose. Let the pupil be occupied with the practical work and see that he is accomplishing something, and his enthusiasm will be aroused. I would recommend either the adoption of some other series, or the discarding of several books that are now in use.

*High School.*—It would be difficult to persuade those not conversant with school work, that this school, standing at the head of the system, exerts an influence which is felt among all the schools, even by pupils who never expect to enjoy its instructions; but it is a fact well known to all educators.

There are some pupils in almost every school, who intend, eventually, to become members of this school, and these, influenced by this expectation, are more diligent and attentive, and stimulate others to increased fidelity; nor is this the only or greatest influence exerted by it.

I do not know, nor have I been able to find, any one to explain, what is meant by the statement, that the course of study is not practical. The State requires every High School to prepare those who wish, for college, and this preparation demands a study of the Greek language. Very few enter this course, and but a very little time is taken for the classes. The Latin language is a key to the knowledge of English, which in all departments of science depends almost wholly upon the Latin for its nomenclature; and the best scholars in the country claim, and with the best reasons, that in no other way will a

pupil acquire such facility in the use of his own tongue, as by the study of Latin. "Language is power," and that cultivated nations are in advance of uncivilized nations in arts, sciences and all that beautifies and adorns social life, is due more to the power of language, than to any other primary cause.

The person who understands, and can use the greatest number of the forty thousand words in the language, is the best educated; and the study of the language which we use, through roots, prefixes and suffixes, is the key which unlocks to the student all the treasures of knowledge. Still, no pupil is required to study Latin or French. An English course is provided, which includes only those branches which are considered necessary for the business man and the mechanic.

If the preparation for business and for the purposes of wealth were to be made the only objects for which schools were to be organized and maintained, I know of no change in the course of study, which could promote their efficiency; but believing that education means more than this, it seems to me that our High School is doing all that a school with most faithful and efficient teachers, but with limited accommodations and means, can do for the highest and best culture of its pupils. If we had a building, suitable, and well provided with apparatus for practical instruction in the natural sciences, undoubtedly a more thorough and practical knowledge could be imparted.

Home influences have much to do with the progress of pupils in school. If parents, by keeping children from school for unimportant matters of business or pleasure, thus teach them that school duties are of secondary importance, they can hardly expect that their children will be diligent scholars when in school. If they discuss the course of study, and express their opinion that this or that branch is not of advantage, they must expect that their children will also choose to neglect some. Neither is it wise to encourage a child to leave a study because it is more difficult or less easily comprehended by him than some other. There are instances of special talent in certain branches, but such will not be found more numerous than one in ten, and in the other nine the lack of aptness will prove to be only deficiency in interest and attention, which should be remedied by more earnest application.

Some parents comfort themselves and console their children by telling them of the many persons who have acquired wealth and honorable position, without an education. Such influence is pernicious, as it tells only one-half the truth. Our own, as well as other communities, furnish many examples of men of natural ability, activity and industry, who enjoyed but little advantages of school in youth, but who have conquered fortune and honor; but possessing those qualities, would they not have been first in their classes? and is it right to en-

courage a child in indolence and inattention, by referring to men who did not have the opportunities which the children of this city to-day possess, but whose every-day life has been characterized by such energy and activity as would have made them first in school, or wherever they had been placed?

*Grammar Schools.*—In connection with this subject, it is worthy of note, that of the two hundred and fifty annually promoted from the Intermediate Schools to this grade, less than one-third enter the High School. No stronger argument could be given for making the work in these schools as thorough and extensive as possible. Nothing that can properly be taught here should be left for the High School, and outside of the text-books, by much oral instruction, the teacher should impart a knowledge of all the leading facts in the natural sciences, in arts, manufactures, history, commerce and government.

To accomplish this desired result, teachers of the best ability, tact and industry, must be placed in charge, with salaries sufficient to retain them, and encourage them to use every effort to make each hour tell in the education of the child. With pupils of the age of those in a Grammar School, the cost of tuition is but a small item in the expense of keeping them in school, and the best instruction that can be procured, whatever be the salary paid, is the cheapest for the community. There is a far greater difference between the value of the services of one who teaches, and one who simply hears recitations, than most persons suppose.

The best educators unite in saying, that English grammar, studied as it now too greatly is by analysis and parsing, does not teach the pupil how to speak and write correctly. Many of our best writers and speakers could not give a half dozen of the technical rules of which modern grammars are mostly made up.

Place a small dictionary in a pupil's hands, and give him each day six new words, requiring him to find the roots, derivations and meanings, and incorporate them in sentence or paragraph, with correct capitalization and punctuation, subject to the correction and explanation of his teacher, and let him in all his recitations and school work have grammatical errors pointed out, and be required to correct them, and I believe he would acquire more knowledge of the subject in one year than otherwise in his whole course.

The amount of knowledge obtained in Evening Schools is, I think, greatly over-estimated, yet the little, to those who receive it, is in the highest degree valuable. Youth, from fourteen to seventeen years of age, of whom these schools are mostly composed, after eleven hours' physical labor, are incapable of making much mental effort, and to expect them to take books and prepare a specified lesson, as the children in the day school do, is to expect an impossibility.

They must be taught, and not merely heard recite. Each teacher should have a separate room, with a class not exceeding twenty-five, and then, giving out no lessons to be learned, should practise the class in the different branches, giving such aid, explanation and illustration as the pupils need for a complete comprehension of the subject. The teachers have done so during the winter, so far as circumstances admitted, and no effort has been wanting on their part to interest and instruct the pupils, and considerable progress has been made. The school for those over twenty, commenced late in the season, would seem from the numbers to have not been successful; but to those who visited it and witnessed the effort and interest, it must have been a convincing argument in favor of a school for adults, where not only the common but higher branches should be taught. I believe that two hundred men and women in this city, would be glad of the opportunity which evening classes in different branches would afford them, giving one evening to grammar and book-keeping, another to arithmetic and mensuration, another to philosophy and its problems, and so on with other branches.

The Free Drawing School was opened on Monday evening, Dec. 4, and continued fifteen weeks, under the charge of Mr. H. M. Wilson, principal, and Messrs. W. F. Sherman and W. T. Henry, assistants. The school was organized in three classes; one in mechanical, one in architectural, and one in free-hand drawing. The committee on public property, at the request of the committee on Evening Drawing Schools, rented the hall in Flint's Building over the Y. M. C. A. hall, a room sufficiently large to accommodate eighty pupils. The school has been very successful. Mr. Wilson, an architect of several years' practical experience, and much enthusiasm in his profession, awakened an intense interest in the subject among the pupils, which continued without abatement up to the close of the term. The classes in mechanical and architectural drawing were made up chiefly of the mechanics of the city, while the class in free-hand was partly composed of teachers.

The average attendance at the school has not been kept, but Mr. Wilson in an accompanying report, says that in the class in free-hand, composed in a large part of teachers, it has been very regular; in the others, composed of men who had families to care for, it has not been so good, and he recommends one lesson a week to a class, as a large number are unable to attend two evenings, and lose much by absence, which they are not able to regain.

Prof. Walter Smith, employed by the State to take direction of art education, by his visit, exhibition of models and lectures, increased much the interest already felt in this subject.

*Factory School.*—The working of this school continues to demonstrate the value of the system. It has been visited by many educators and business men, of this and other States, and in several manufacturing cities in New England similar schools have been organized. As the law providing for the education of children employed in manufacturing establishments has not been enforced, I consider the success of this pioneer school as due wholly to the high appreciation of education, and the hearty co-operation of the owners and agents of the mills here in this city, who, though it may interfere with their business, are ready to make the sacrifice for the future good of the individual, the city, and the Commonwealth. That it would be well, so far as lessening the physical labor is concerned, for the children to work one half of the day, and go to school the other half, no one doubts; but the plan has so many disadvantages as to render it almost wholly impracticable.

In the first place, the children would learn no more by going six months in half days, than in three months of consecutive daily attendance.

Many more school buildings would have to be provided, at a large expense, and several truant officers employed, even if the mill-owners consented to thus change their help each half day.

There does not exist the same reasons for half-time schools here as in Europe, where the system originated. Public Schools with ample accommodations free to all, give instruction to the children, so that no one need enter the mills at ten years of age unable to read and write.

The lessening of the amount of physical labor would be the only advantage to the children, and if parents wish to do that, let them take their children from the mills for six months in the year, and send them to school for that length of time, which would be far better than any half-time school for them.

*Truancy and Absenteeism.*—The report of the truant officer shows 397 truants returned to school, and 427 cases of absence from other causes investigated. He has regularly visited the schools each day, going into those south of Pleasant Street in the forenoon, and those north in the afternoon, attending to cases reported by the teachers, and has been faithful and efficient in performing his duties. But the powers granted him for suppressing truancy are limited, and there are to-day, probably, nearly five hundred children in the city of school age, not at work, who are either irregular attendants, or not in school at all. An attempt to place these in school would be opposed by parental authority. Many of these are backward for their age, and are unwilling to go to school with small pupils where their acquirements would place them.

Many children in the city between twelve and fifteen years of age, would be glad to attend school for a year, or part of a year, if there was a school for them where they could study the branches which they wish and make the progress which their more mature age renders possible. An ungraded school in charge of a master, for truants, for those who by long absence are unfitted to take their places in their classes, and for those who wish to attend a few months, would be a great relief to the regular schools, and a great advantage to the individuals, while it would exert a good influence upon attendance in all the schools.

Some might prove refractory, and for such a school at the almshouse, where they would be employed during the day in school and on the farm, would be better than school ship or reform school. I invite your attention to the subject. Such schools have been organized in some other cities with great advantage, and with entire satisfaction. It is difficult to mark the boundary line between personal liberty and the restraining influence of legislation for common good. It is certainly not for the interests of the community, State, or nation, that the children should grow up in ignorance, amid ample school privileges; nor is it justice to tax-payers that one-fourth of the amount expended for schools should be lost, through non-attendance or irregularity. The children who are about the streets, are constant tempters to those inclined to truancy, and many of the cases during the past year have been traced to their influence. This subject is one of great importance, and asks for early and candid consideration.

Education and tact are essential qualifications of a good teacher. Other things being equal, the broader the culture, the better will be the instruction, as no one can impart what he does not possess. The teacher should not only be able to give prompt, correct and full explanation of all that pertains to the regular studies in school, but should throw the light of his higher culture far in advance of his pupils, that they may be encouraged and stimulated to greater achievements. Tact in teaching is the result of a combination of the natural qualities, quick perception, good judgment, patience, firmness, kindness and perseverance, with the skill acquired by experience in the work.

That some with limited education succeeded well as teachers, is true, but they are those who make up by application during their teaching, what they lacked in preparation, and they are few in number compared with those who leave teaching after years of service, as mentally weak and attenuated as they commenced.

Some acquire tact after several terms of unsuccessful work, but these are few compared with those who would have succeeded, if they had enjoyed professional training, and who, after a fruitless struggle, have

settled down into the lifeless routine of servitude to text-books. If a man be given lumber, and told to construct a piece of furniture, he will probably succeed in the end, provided he possesses some ingenuity, but it will be after the destruction of much valuable material. Would it not be wiser to teach him, step by step, how to do this work, and save the expense and mortification of so many failures? Shall the candidate for the position of teacher, possessed though she may be of education and good natural ability, be placed in the school-room to shape the furniture of the immortal minds of fifty pupils, without any preparation? Many young teachers would have been saved desponding days and sleepless nights could they have had a few months' practice in their profession, under the advice and direction of some skilful, experienced teacher; and many schools would have been spared months of wasted time.

My own observation during the past year, and the abundant testimony from other cities where they are in operation, have strengthened my opinion of the value of Training Schools, for the preparation of those who have never taught for the work. For the benefit of the schools which suffer under unskilled hands, and for the benefit of many young applicants, who now go into school only to fail, or struggle helplessly along for years, who might be helped by proper preparation to be successful from the first, and become most valuable instructors, I would recommend the adoption of some plan for the preparation of candidates for the work of teaching.

There are two prominent causes of failure in teaching. One is a misapprehension of the nature of the work; and the other, deficient interest, which leads to a neglect of preparation for daily duties. Some teachers, with mistaken zeal, act the part of task-masters, and with those terrible scourges of the school-room, reproof and sarcasm, drive on their pupils to their daily work with unflinching energy; forgetting that unless interest and enthusiasm be awakened, the mind will be slow to receive impressions, and that their efforts, like those of one who hammers upon cold iron, will be to little purpose. At the close of the year, they will find that their pupils have gained little except that sense of exhaustion which one has on laying down a heavy burden. They strive to be faithful by following the course of study prescribed, looking upon the limit as a goal to be reached, regardless of all that lies between; instead of regarding it as the boundary of a portion of the field of knowledge, every part of which is to be explored, examined, understood, and from which facts and impressions are to be gleaned, which shall strengthen and assist their pupils in future work. The course of study and the text-book can never furnish more than the warp of instruction, whose detached threads are to be filled in by the illustration, invention and explana-



tion of the teacher, until the completed fabric glows with the richest colors of thought and imagination.

No one can succeed as a teacher who has no love for the work, and no desire to excel; who labors for the pay alone, and who longs each day for the hour of dismissal; who asks the questions from the text-book, and hears the answers, but brings from her own hours of preparation no mental food for the growing, hungry minds of her pupils. For successful teaching there must exist a love for the work, which will be evinced by punctuality in attendance, and faithful employment of all the hours of school in school work. There must also be, not education alone, but a love for learning which will incite the teacher to full preparation for the duties of each day; so that, not only shall the work, previously planned, be carried forward systematically, and without loss of time, but also that the pupils shall receive the explanation and instruction which they need, to aid and encourage them in their study, at the time, and not to be told to wait until to-morrow, or to study it out for themselves. Children are quick to observe; and to interest a class in any branch of study, the teacher must exhibit to them, not only a complete knowledge of the subject taught, but also enthusiasm in imparting her knowledge. The stream cannot rise higher than its source, and the source of inspiration to the pupil is not the printed page, but the living manual of instruction who presides over the school. It is not sufficient that the teacher stand like the guide-post, pointing to paths in the field of knowledge, which she has never trod, and sending out the pupils with text-books to explore for themselves; she must accompany them, point out the wonders of that boundless realm, and explain each object as they pass along. With such instruction, few teachers will say that their pupils are dull, stupid, or indifferent.

Good judgment and quick perception are necessary for the teacher. She is in the place of the parent. She needs to study each disposition, and watch the unfolding of each intellect, that she may assist, advise, direct and encourage, as the case demands.

Having almost unlimited power, she should exercise the greatest care in word, look and act, to do exact justice to all her pupils. Without favoritism, she should encourage every one in well-doing; without prejudice or anger, she should counsel the wayward, and with sorrow rather than bitterness, she should deal with the idle and inattentive. To call a child stupid, or to accuse him wrongfully, may leave his moral nature, as the bruise does the sapling, scarred and deformed for life.

There is another side to the picture which must, in justice, be presented. Parents have duties to perform as well as teachers if schools are to enjoy the highest success. Teachers desire to be just and kind,

and to have their pupils make progress. The school-room is their home, and teaching is their work. Every one wishes his home to be pleasant, and his work successful; and if a teacher fails in any respect to accomplish this, it is through some error of judgment, and not of disposition. Notwithstanding some faults in schools, I firmly believe that there is no other profession or business, where so large a per cent. of devoted, efficient, laborious, unselfish workers can be found, as in that of teaching; and they deserve the co-operation, sympathy and confidence of the community. Do they receive their dues? How many parents stop to think, when they unnecessarily detain their children from school, that they are adding to the burdens of the already overworked teachers, and by thus showing an indifference to her efforts for their children's improvement, add discouragement to her other trials? If these pupils by much absence, and on account of irregularity, by much indifference to study when in school, should be placed in a lower class, how many parents would not sooner lay the blame on the teacher than upon the home? How many whose children are happy in school, and are making good progress, forget to speak a word of encouragement to the teacher, and thank her for her efforts and faithfulness, and how few forget to blame the teacher for an error or mistake in one of her thousand duties? If parents would become acquainted with the teachers of their children; co-operate with them; let their children see that they esteem and have confidence in them; encourage them in their work, and have charity for their errors,—little punishment would be needed in schools; and the amount of work accomplished, and the value of the schools to the community would be very much increased.

It is evident to all who are conversant with the ideas of educators and thinking men of all professions, that the narrow, illogical course of instruction, for which text-books,—written for the most part by those who know little of the wants of schools,—which are so closely followed in instruction, are mainly guilty, will be abandoned, and a broader and more useful course, either with or without text-books, be instituted in the coming years. Professor Agassiz says: "Entirely too much is made of the memory, and too little of the mind; too much instruction in books, and too little in nature." The child craves variety, and is not satisfied with repetitions of the same thing, and if not satisfied, he cannot be interested; and, if not interested, he cannot learn. Nor is there any necessity of thus limiting him. The boundless fields of nature and art contain material enough to absorb his attention and develop his mind; facts to interest and instruct, and those which he can understand. He can be taught about trees, flowers and fruit; about animals, insects; about methods in the arts and manu-

factures, without learning the scientific names, which are introduced in books to darken knowledge.

Nor would all this militate against thoroughness in other branches. Even supposing the child knows thoroughly what he commits to memory, which no one acquainted with the facts will claim, is a knowledge of the narrow outline of the subjects presented in our geographies, grammars and arithmetics supposed to constitute a complete understanding of those subjects? We know that such is not the fact. The child has time, and only time, in school to acquire the leading and valuable facts in each branch of study, and learn how to use them; and if memorizing useless details were abandoned, he would have time to acquire the leading facts of many other useful branches of knowledge, of which now, unless he pursues his studies through all the schools, he is left in ignorance. I do not think a course of study limits, or should limit, the teacher in giving such instruction, and the course which you have laid down for the schools of the city specially provides for it; for while it limits the text-books, it places no limit to the amount or variety of instruction which the teacher is to impart, nor to the methods used in the work. If sufficient time is not given in the different schools to accomplish this, let that time be increased until all the subjects which can and ought to be understood shall have been taught.

That the elementary education of the schools is a mighty power in the civilization of nations, the most potent agency in the social, political and moral growth and welfare of any people, and a great aid to the wealth and prosperity of a country, is felt by thinking men of every land, and acknowledged by the liberal provisions that have been or are being made by almost every civilized government for the general diffusion of learning. In our land, general intelligence is the foundation on which our political institutions rest, and without which self-government would be impossible. If you would make our free institutions more secure,—our nation more industrious, prosperous, liberal, enlightened and happy,—extend, increase, broaden and deepen the influences of the Public Schools. Let the church and the home unite with the school in moulding the moral natures of the youth of the land, and instilling the principles of honor, justice, truth, temperance and piety; let teachers feel that they are working with as well as for the public, and the future of the nation will be richer in patriotic citizenship, true manhood and pure Christianity.

*Superintendent.*—M. W. TEWKSBURY.

### MANSFIELD.

*High Schools.*—At a special meeting of the town called for the purpose it was resolved to establish a High School, and the school com-

mittee were authorized to do so. At the close of the winter term in District No. 4, the upper room of the school-house in that district was procured for the purpose, and Rev. A. F. Frost, a gentleman fully qualified, who was residing for a short time in town, was employed as teacher. The school opened on the fifteenth day of January, with about sixty scholars, and the committee believe, judging from the deportment of the scholars, the interest of the teacher, and the excellent recitations, that the school will prove highly successful; and they earnestly invite all who are interested in the school to visit it. The room is not at all adapted to the wants of the school, but we trust that as we have now a High School, the town will provide, at the March meeting, for the erection of a suitable building in which it may be kept.

*School Committee.*—WM. A. CROWLEY, E. M. REED.

### NEW BEDFORD.

*Drawing.*—Of the advantages of this branch of education in our schools, we feel called upon to remark at some length. It will be remembered that our systems of instruction proceed upon the principle of combining the methods of the earlier periods of the history of the world, with those of the middle ages and the more modern civilizations. Following no one model or leader, but choosing at will what we consider the best parts of all other systems of religion, philosophy or education, our systems are essentially eclectic. Though eminently a practical people, we are by no means unwilling when we can, to add many of the elegances to the necessities and comforts of life. With the increase of wealth we look more to personal culture and refinement of living. The cultivation of the taste is as much a necessity of the times, as the cultivation of the purely intellectual faculties. Indeed, it may be said to be a consequence of it.

We by no means under-estimate the practical value of a knowledge of drawing. Simply as an imitative art it is of incalculable advantage to its possessor, and gives to him or to her, many times, opportunities for employment and usefulness not open to others as well instructed and informed in other respects. But it is chiefly for its æsthetic advantages that it is a necessity in our Public Schools. It is, or should be, the aim of educators in this country to maintain a healthy balance of all the qualities of the mind. No temptation, or personal pride, or parental gratification should encourage precocity. As a means of personal culture, of teaching us to see objects as they are and in their true and proper relation to each other, of appreciating beauty in nature and art, as affording a means of communicating

thought, as a vehicle for the imagination, as employing and harmonizing all the faculties of the mind, as quickening the eye and directing the hand, it has advantages over all other branches of knowledge.

It is not of course expected that in our limited course of public instruction, any great proficiency in this department will be attained in any instance; but the rudiments will be acquired without sacrifice of more important objects, and the way made easy to those who may hereafter desire to pursue it. As we cannot tell beforehand what is the particular bias of each individual mind, as we cannot foresee the business or occupation which each one will be called upon to pursue, nor what their greatest wants and needs will be, we open before them every possible opportunity for usefulness and duty, and shut no avenue to their future advancement in life. Our country has need of them and all that they can do, nor is there any accomplishment possible to them which it will not amply reward. Only to those who will not run shall there be no crown at the end of the race. Only those who will not be benefited by the great advantages the people are putting in the way of the young, will the car as it moves along crush under its wheels.

*Evening Drawing School.*—The school committee of New Bedford was among the first to establish Drawing Schools for adults under the statutes of 1870, chap. 248, sect. 2, which provides that “any city or town may, and every city and town having more than ten thousand inhabitants shall annually make provision for giving free instruction in industrial and mechanical drawing, to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee.”

Sears Hall was leased for this purpose and furnished with drawing tables and other necessary apparatus. Two classes were organized, one in free-hand, and one in mechanical drawing. The school opened under such flattering circumstances, that each of these classes had to be subdivided, as there were double the number of applicants which the hall could accommodate. The mechanical department was placed under the charge of Mr. William E. Hoyt, Instructor in the Institute of Technology, in Boston, who brought with him able assistants from the same institution, and began to show at the outset his eminent fitness for the position. His methods were simple and easy, and the large class was taught without confusion or loss of time.

While the committee was not deceived by the show of numbers and enthusiasm, while they were conscious that many have been attracted by the novelty of the undertaking and would soon drop out from the ranks, and that others would be obliged to abandon it, however anxious to pursue it, for want of previous necessary training, still it was evident that many would be greatly benefited, and that the experi-

ment would prove a success. The great majority of the pupils attended regularly, from the time the school was opened, on the twelfth day of February, until its close on the third day of May. And when the school was reopened on the first day of November of the present season, nearly one hundred presented themselves, the most of whom had been members of the class in the spring, anxious and ready to take up again the study at the point where it had been necessarily suspended. This department is still under the charge of Mr. Hoyt, as principal, with Mr. E. A. H. Allen and Messrs. Hammond and Coombs, as assistants. The progress which is being made is sufficient to satisfy all our reasonable expectations, and to demonstrate the great usefulness and benefit to those who are availing themselves of the advantages afforded by the school.

The Board regret that the results in the free-hand department are not so encouraging. It soon became evident that no instructor, however excellent, could do justice to all classes so large. It was impossible for the teachers to give that personal attention to each pupil which was essential to their progress. The disappointment was not greater to the scholars than to the committee. But this failure at the outset will not prevent the Board from making another attempt as soon as it can be done under more favorable circumstances. The State has secured the services of Walter Smith, Esq., a highly accomplished art master, from England, to supervise the whole plan of drawing in the Public Schools and adult classes, and from him, when his engagements will permit him to visit us, we expect to receive such suggestions as will set us right.

It is of great consequence that our corps of school-teachers should be sufficiently instructed in drawing to enable them more successfully to teach those under their charge. The eyes of Americans are not trained to close and accurate observation, nor their hands to ready, graceful and correct manipulation, as the children of European nations are, among whom drawing is made a regular study from childhood. The French people are praised for their exquisite taste and skill, and they have acquired it by the instruction which has been given to them through their schools of design. Other nations in Europe have long had schools of art to perfect their workmen in the principles of artistic construction and in practical skill, and the result has been that they have surpassed us in exhibitions of cultivated taste and cunning workmanship.

We hope not as a nation to be long behind. Massachusetts will do her part in this, as in every other good work which contemplates the welfare and happiness of the individual, or will promote the prosperity and advance the dignity of the people.

*Expenditures.*—The difference between the amount asked for and the sum appropriated, is the difference of opinion between those who know what the wants of the schools are, and those who imagine the expenditure for school purposes may be reduced.

There seems to be an impression that the schools might be managed more economically. It is not pointed out in what respect there is extravagance, or in what department there might be retrenchment. The vagueness and uncertainty of the charges are about the only merit they have. It is difficult to see, if we agree to pay a school-teacher one thousand dollars, how we can cancel that obligation for nine hundred dollars. If the appropriation falls short of one thousand dollars, by just so much the appropriation will fail to meet the honest demands upon the city.

The Board based its estimates upon contracts already made, and by comparison with former years. The salaries of the teachers will probably never be less than at the present time. Nor is there any way, of which the committee are aware, by means of which the cost of the heating, cleaning and care of buildings can be prevented from increasing annually. As to the other incidental expenses, the committee have not swelled them beyond the actual necessities of the schools.

For the purposes of education money can be spent freely and not unwisely. We do not understand that the city wants any poorer teachers than we have, or that it does not wish to pay them their salaries when earned. We have yet to learn that the people want any poorer schools than we have, or the means of education less, or its standard lower. To attain excellence has been the aim of the committee. To raise the standard higher, to provide for the wants of the children, to make our schools take rank with the best schools of sister cities in the Commonwealth, this has been something of our ambition.

It is possible that those best fitted to conduct the public education, are not the best fitted to manage the financial affairs of the schools. It is fair, however, to presume that men selected for a certain purpose,—selected under a full knowledge of their moral, intellectual and financial responsibility, and who give their attention exclusively to it,—would be likely to know as much about it as those not elected for any such purpose, and who have no care and responsibility about it. In the absence of any direct charge of fraud, the committee report their doings, show their work, and appeal from the city council to the people who elected them, and to whom alone they are accountable and responsible.

*A Mill School.*—The whole civilized world is now fully alive to the importance of universal education: It will not long be tolerated, at least in a Christian land, that any portion of its children shall be condemned to grow up in ignorance to serve the purposes of gain.

Not only do the philanthropic and Christian tendencies of the age demand this out of regard to the children themselves, but society insists upon it in protection to itself. We are glad to believe that few are found at this late day, so cold and heartless in their charities, so blinded by the love of gain, or so absorbed in dividends, as to be indifferent to the wants of those who from the stern necessity which poverty imposes, are condemned from early childhood to continuous and wearisome labor.

It has come generally to be admitted that ignorance and crime, to a certain extent at least, go hand in hand together, and that the one is, in a majority of instances, the cause of the other. Whether this be true of all great crimes or not, it is certainly true of the smaller and meaner offences against the laws, to prevent which, and to prevent children from growing up in schools of vice, society has the right and is in duty bound to interfere.

The manufacturing interests of our country began by too close an imitation of the methods of the mother country, where the young of both sexes have been employed in steady labor without regard to their mental or moral culture. In the early history of these interests, when manufacturing was an experiment and success uncertain, there might be some excuse for this, but when we hear our populous towns spoken of as "musical with the hum of spindles," we are anxious lest the harmony should be disturbed by the wail which goes up to Heaven from the hovels of ignorance and degradation.

Legislation in this Commonwealth has from time to time intervened to prevent the overworking of children. The laws however which have been enacted have proved defective, and have been found to be insufficient to meet the wants of the children, or to satisfy the demands of a liberal and enlightened public sentiment. A hopeful indication of a better state of things is evinced by the co-operation in many places of the mill authorities with the school committees in establishing a system of instruction, which, while it does not practically seem to interfere with the business of the manufacturers, will furnish means of educating the working-children for a portion of the year. This subject has long engaged the attention of the committee, and it has been our hope that the authorities of one of our largest mill corporations would unite with us upon a plan similar to that which has been so successful in a neighboring city. Under such reasonable expectations we had made ample preparations for the organization of such a school. But it has seemed best to the agent of those mills to content himself with a strict compliance with the law, rather than to be at the little necessary trouble to co-operate with us. This result has led us for a time to delay the organization of the school. The board are not divided in opinion upon the subject, and regard such a



school as an imperative necessity; more especially as the establishment of other mills will soon greatly increase the number of mill children.

We call attention in this connection to the fact that the children irregularly discharged from the mills will make necessary the services of an intelligent and energetic truant officer, with which we trust we shall not fail to be provided.

We recommend that one of the earliest measures of the incoming board shall have reference to the establishment of the proposed mill school.

*Sylvia Ann Howland Educational Fund.*—By an ordinance of the city it is provided that in the annual report of the school committee, there shall be made a statement in detail of the outlay authorized by that body from the income of the "Sylvia Ann Howland Educational Fund."

In April last, the sum of \$12,500 was placed by the city treasurer to the credit of the New Bedford school committee, which had been paid over to the city treasurer, and on the eleventh day of July, the further sum of \$675 of the income of said fund.

The board were early of the opinion that it was one of the chief aims of the donor to furnish to the children of the poor such aids to study and means of improvement as would place them on an equality, as far as possible, with the children of the rich. The happiness, the comfort and future well-being of the children were prominent in her thoughts, and the Public Schools were finally designated as the recipients of her bounty, as being the surest and most eligible channels through which to secure the consummation of her wishes. The board were glad to find themselves free to take into view and cherish the whole natures of the children,—to provide appliances to chasten and refine their taste, cultivate habits of observation, and by making their surroundings pleasant and their school-time happy and hopeful to do more to regulate their desires, improve their morals, and confirm their characters on a pure basis, than any amount of arbitrary constraint and discipline could effect. They found the schools scantily furnished with such indispensable aids to good instruction, as books for reference, globes and maps, and did not believe that the deficiency was likely to be soon, if ever, supplied from the public treasury. They therefore directed the expenditure of \$4,553.24 for this purpose. Every detail of these purchases was carefully considered, and the amount required shows conclusively to how limited an extent these means of accurate and important information had been afforded.

A second object of expenditure which enlisted the heartiest interest of the committee was a supply of musical instruments to the schools. As music had been made a part of the regular course of instruction,

the board felt without a misgiving that such a supply would be an application of the fund not only to the æsthetic side of culture, but to the substantive elements of a true education. For it has come to be felt by all true educators, that one of the prime ends of education in a republic, through the agency of Common Schools, is to improve the condition of the masses, by infusing into it the leaven of freedom from debasing passions, of noble aspirations, and that true ambition which is the security of purity and order. To accomplish this there is no instrumentality to compare with the soft, genial, tempering influence of music. The cost of the instruments furnished thus far has been \$3,675.75.

Impressed with the belief that the rooms in which the children spend so large a portion of their time should be neatly and tastefully furnished, the board with great unanimity voted to expend a small portion of the income of the fund for the renovation of such as were found to require it and which were not likely in their judgment to be by other means improved. All persons, old as well as young, are affected by their surroundings. Character is refined, uplifted, and chastened when placed in constant intercourse with attractive and tasteful objects. It is but little that has been attempted in this direction, the white walls of only one room in each building having been relieved of their glaring barrenness by a tasteful paper. Massachusetts has thus far ignored æsthetic culture as a component part of her plan of education. Yet we are taught by the eye more than by all the other senses combined, and it has been a vital and permanent loss to the children of the State, that they have not had around them in their school-rooms, beautiful objects to satisfy the eye, and have had no training in the principles and applications of taste and art.

Some questions might arise, have indeed arisen, whether the expense thus incurred was properly chargeable to this fund.

There is a view of the case in which their action was wrong. It is that view which interprets the words of the will by the sharp and technical rules which lawyers would apply to the provisions of the criminal law. It is that view which concedes all æsthetic advantages of education to the children of the rich and denies them to the children of the poor. It is that uncharitable, undemocratic view which applies none of the refinements of life for the elevation of the masses, the lifting up into the light those whose lines are cast in the dark places of the world, out of whose ranks come the paupers, the drunkards and criminals who crowd our almshouses and our jails, and darken the escutcheon of our boasted civilization. It is that view of it which considers poverty and vice as things only to be despised and punished. It is that view taken of it by those who have no enlarged ideas of the social and moral questions of life, no comprehension of the laws of cause

and effect as operating in the growth of the mind from infancy to age ; no appreciation of what society, the church and the law owe to individuals, while they exact all that the individual owes to society, to the laws and the State. In these several views the action of the committee was wrong.

There is another view in which, if the action of the committee was not legally correct, it has the advantage of the error being on the side of humanity, and this view the committee took. It is not our purpose here to enlarge upon the advantages of æsthetic culture, nor further to show to whom, under a republican government and Christian institutions, they properly belong. The time is not far distant, we hope, when not only our own Commonwealth, but the entire nation shall see its true interests in all matters pertaining to the care and education of the young, and when that time comes we apprehend that it will be found that there are matters of more consequence in the world than ledgers, and grander knowledge than the cold and calculating maxims of Poor Richard.

Our vaunted progress in civilization and the arts halts in one respect, and will never become true and permanent till we have thoroughly learned the lessons, and settled wisely and beneficently the great problems connected with the instruction of the children of the poor.

*Chairman.*—GEORGE H. DUNBAR.

We still preserve the study of language in the prominent position assigned to it when the curriculum was first revised ; for every day brings renewed evidence that in this direction lies the chief weakness of our system of education,—a weakness shared with most American schools. When we institute an investigation into the extent to which the words of the text-books are understood, we are saddened at the leanness of the scholars' vocabularies ; when we call for compositions to test the power of free, correct and logical expression of thought, we notice a great improvement over former years, but we have seldom occasion to be proud of the result ; when we listen to recitations and to the unstudied intercourse of the scholars with each other, the linguistic defects of the school are equally apparent.

We know that a portion, at least, of these defects might be prevented ; and we have the good sense to know, as well, that while they may exist they will throw a shadow over all other requirements. It is idle to boast of mathematical or scientific culture so long as the mind is cramped and narrowed by want of due command of the symbols of thought. But while we give large comparative space to the study of language, it is still painfully uncertain in some regards, how the teachers can best avail themselves of the opportunities thus created. The study, in any complete sense, is a novel one in this

country, except in the annals of private and unpublished experience. And, in relation to the High School, the problem is rendered doubly difficult because the deficiencies of the scholars are so largely owing to their imperfect training in this particular in the elementary grades. Many of the teachers in those grades are alive to the merits of the subject. They are devoting as much time as they can rightfully subtract from other prescribed branches to this, which ought to be the central pillar of our system of education, the study of language. Much has already been accomplished. The graduating classes from the Grammar Schools enter the High School every year, with a far superior knowledge of words and capacity of free and accurate expression of thought than used to characterize them. But the cry on all sides is, "There is not time enough to teach what we desire in this study." And not until there shall be some material modification of the relative values now attached to the several studies in the Grammar Schools, and intelligently appreciative, the teachers shall come to prefer to sacrifice anything and everything else before they will abridge the time which should be devoted to the pursuit of a knowledge of language, and to feel, in accordance with the prescription of the Prussian government to the schools of that nation, that one-half the whole school time is the due proportion fairly belonging to that study and its immediate accessories, will our scholars pass from that grade into the High School so furnished in this particular, as to enable us to prepare a course of exercises for the High School corresponding with the expectations properly associated with that advanced grade. Meanwhile, in both Grammar Schools and High School, the teachers continue to experiment; and patiently, in the words of the poet, "to labor and to wait."

*Spelling.* — When will the vexed question be settled, How best to teach children to spell? When shall we ourselves arrive at conclusions so satisfactory as to justify us in prescribing a method?

A year or more ago, yielding to the force of the arguments against the drill on the nonsense columns of the speller to which our scholars had been accustomed, the teachers obtained permission to put the speller entirely aside and confine their instruction to the words contained in the reading-books.

But the annual examinations and the dictation exercises which the entering class of the present year were put upon after their admission to the High School, seemed to indicate that there had been retrogression as to knowledge of spelling; and forthwith some of the teachers (the field being left open to experiments on this unsettled question) went back to the drill in the spellers.

These facts lead me to make some comments on this branch of study. For it must occupy so much time, at the best, and from the

nature of the case,—our composite language being ceaselessly enlarged by fresh increments,—is so destined to make ever-increasing demands on the attention of our youth, that we cannot afford to waste time in empirical attempts to find out the method to prosecute it to the best advantage, but must act definitely on some basis of enlightened philosophy.

Certainly there must be a basis of philosophy even to so prosy a matter as teaching children how to spell.

1. I ask then, in the first place, How much importance is reasonably to be attached to this study? What profit is to be derived from it? These questions must be answered before we can intelligently decide how much time it may be allowed to consume.

I reply, that it is simply a grace of learning and not an integral element of it. It is to written language what an accurate pronunciation is to spoken language, and no more. Such spelling as Bacon, Spenser and Shakspeare used in their compositions, would be rated as a gross deformity in the compositions of a school-boy of to-day. Cultured minds do not often misspell, not because right spelling inevitably accompanies learning, as a constituent of intellectual action, but because the familiarity with language incident to culture prints the appearance of each word correctly on the memory. Suppose all the words in the language were to be spelled just as they sound; they would be spelled very differently from their correct spelling now; but would not their sense be just the same?

Our teachers may therefore safely dismiss, if any entertain it, the supposition which harrasses so many, that the mistakes which may be made by their scholars in spelling can justly be rated as evidence of defect in their general intellectual training. This notion, strenuously urged as good sound doctrine by some, and accepted and acted on as such by thousands,—sometimes, indeed, even strained so far as to imply that instruction in spelling is a mighty instrument in the work of intellectual development,—is evidently only the suggestion of fond prejudice to justify adherence to its proclivities. True, any processes whatever, of which the symbols of thought are the objects, will incidentally be of advantage to thought itself. But I should as soon think of setting a man to chopping and piling cord-wood all winter for the sake of learning the distinctions which prevail between the different varieties of trees, as to set a boy to spell for the sake of cultivating his mind.

2. In the second place, this fact is to be taken into consideration, that the direct usefulness of spelling is limited almost entirely to connection with what one writes. One certainly does not need a drill in spelling to enable him to read, for orthography and phonography have not a great deal in common, and many a fine reader is a wretched

speller. What remains? Do our scholars expect to go about spelling words for show among their friends and acquaintances, after they become men and women, and must be accomplished for such a performance? That is a ridiculous thought. Here then the important question comes in, How wide a range among words is it necessary to take into consideration, in order to enable the majority of those who go out from our Grammar Schools to spell correctly all the words which they are likely to use in composition during their lives?

I say the majority; for there will be a minority in every class who will be studious lovers of books, and who will prosecute their studies through all the grades, so as to become gradually conversant with literature. Familiarity with words, therefore, will almost inevitably teach them to spell without the need of any special pains. It is the majority, made up of the unstudious, the careless, and those who can attend school only a limited period, who need be taken into view.

This majority, then, whose attainments will be quite limited, and who are not likely to become conversant with literature,—what sort of writings will make up the list of their probable compositions? Letters to friends, simple business papers and records, commonplace notes in aid of memory, and the like, will fully exhaust the range.

I now ask, What and how many words does the vocabulary of the masses of the people contain, on which our scholars will draw in framing such compositions as have been named? Not more than 1,500. That is a large allowance. The vocabulary of the wholly unlearned among those who speak the English language does not exceed 500 words. That of those taught in our elementary schools alone cannot be more than threefold that number, even allowing a wide margin to each individual for the stock of words peculiar to himself.

But we will add one-third more, and make the number 2,000. Now our speller contains, more or less, 10,000 words,—more than either Milton or Shakspeare used in all the marvellous plentitude of their vocabularies. If then we drill our scholars in the whole of the speller, we occupy time in the exercise on five times the number of words the most of the scholars are ever likely to use, where a knowledge of spelling will be of the slightest account.

Is this judicious? Can we afford it? I do not say that it is an absolute waste of time, for, as has been before remarked, one cannot be exercised in any wise on the symbols of thought, without picking up casually some mental gains. But relatively,—in view of the time we need for channels of instruction of the last importance, which now receive little or no attention,—I say it is a criminal waste. And I am astonished at the practice of those school committees and superintendents who give strings of unusual words, difficult to spell, as tests of proficiency in this branch, and thus enforce an unnecessary amount of

attention to it, which must be subtracted from other branches of indispensable value.

There has been a wonderful improvement in this particular ; still the class of words frequently selected for such a purpose, even now, serves no earthly purpose but to beget an anxious strain in the teachers after accuracy where accuracy is of comparatively little value. Only let me have classes capable of writing correctly the words which will enter into their ordinary vocabularies and I shall be abundantly content !

Let no one urge, out of vague notions on the subject, "Oh, limitations like these will never do ! We must make thorough spellers of our scholars at all events !"

Thorough spellers ! There are in our language somewhere near 115,000 words ; and thoroughness would demand that we should teach our scholars how to spell them all ! Such an idea is simply absurd. There must be a limit ; and what, in reason, should the limit be, but that of probable use ?

Once more, let no one advance the well-worn argument, "You must teach the children while they are in school all the spelling they are to be expected ever to know ; for it is impossible for one to learn to spell when he becomes mature." Astonishing that such an assumption should have obtained credence for an indefinite period, and have dictated the methods of spelling in thousands of schools, when a little examination would have proved it to be utterly false ! I take shame to myself that I thoughtlessly accepted it years ago upon trust, and deferred to it, and printed it as one among important hints to teachers. Persons of literary tastes and habits are constantly learning and using new words, and using them aright. It is safe to say that from a third to a half of the vocabularies of cultured persons has been acquired since they came to maturity. So true is this last statement, that I have felt safe in arguing that we need be very little concerned about the future power to spell of those of our scholars who have literary tastes, because their intimacy with books will sufficiently accomplish them in spelling. So let us have done forever with this baseless pretence.

After these explanations of the practical value of the art of spelling, I ask, What method shall our scholars pursue to acquire it ? It seems clear to me that preference is to be given, by all means, to the plan of confining their exercises in the study to the words they may encounter in their ordinary text-books. For then the words they learn will mainly be such as they are likely to need in ordinary life ; and what is of vital consequence, intelligence will be associated with them, making them truly symbols of thought. I urge our teachers, to give careful heed to this suggestion. More and more as the defects in our American system of Grammar School instruction open upon me, and

chief among them is found to be neglect of due attention to the study of language, I feel that every other branch should be made as far as possible to lend aid to this, and especially one so kindred as spelling.

But the words selected for practice must systematically be subjected to the written process. Written work in all the relations of study, is the surest channel to accurate and lasting attainment.

Before I dismiss this topic, let me make one important suggestion, which will prove of equal value in other connections. The preceding discussion was prompted, in part, by the fact that the last entering class of the High School did not spell, in their dictation exercises in that school, to the satisfaction of their teachers; whereupon some of the Grammar School teachers, instantly discrediting their former method of spelling from the reading books, went back to the discarded plan of drilling on the nonsense columns of the speller. They were hasty. They were unphilosophical. The High School teachers, without doubt, dictated passages containing words which had not occurred in the reading lessons of the scholars when in the Grammar Schools, and which, therefore, they were not to be expected to know how to spell. It normally pertains to our late method of teaching this branch, that words unknown before will occur at every step of progress, and are then to be learned; and it is not discreditable in the least that a knowledge of them should not have been previously acquired. The Grammar School teachers should not have been disquieted in the least.

*Promotions.*—I was glad to hear not long since from one of the Grammar masters that it would be impossible to make occasional “promotions” one of the systematic agencies of his school. “I cannot break in upon my classes by such interruptions,” he said; “every class has enough to do to occupy the time of all its scholars, and is steadily making positive advances; so that I cannot bridge over the gulf which separates between the knowledge of a promoted scholar and that of the class to which he has been promoted.”

This has the true ring. It proves the existence of a right, healthy state of affairs in that master's school. Fourteen years being the age prescribed for admission to the High School,—the youngest period that children in general ought to be allowed to enter that school, for we do not want precocity there, but maturity,—and a fair proportionate allotment of elementary work being laid out by the manual for each class up to that age, every thoroughly accomplished and efficient Grammar School teacher will make that prescribed work stand as the skeleton of a figure of Knowledge, to be rounded out into noble proportions, and animated by coursing blood and vital organs, to be deprived of any part of which is to mar the symmetry and weaken the strength of the whole. To advance scholars by a



system of promotions instead of by the orderly progression of classes, must be an element of confusion and weakness, or else it argues a chronic state of inefficiency. For if a considerable number of one class can be lifted suddenly to a higher, and go smoothly on in their new relations, what must the class they have entered have been doing all along, that they can so easily be mated from below? And what must the character of the instruction have been, that the deprivation of it is found to involve no intellectual loss?

Shall I be told that the promoted scholars are to make up the ground they have leaped over, by extra effort? In every well-taught school the scholars have plenty to think about and work upon, day by day, connected with their regular exercises, without extra tasks to make up the losses of six months or a year. To attempt both is to do neither well.

There is a consequence to the system in question which places it in still more odious relief. It tends to leave the poor scholars behind, and aggregate them in classes by themselves.

This way of treating poor scholars, I regard with ever increasing detestation, as a gross enormity,—as offensive to humanity as it is prejudicial to improvement. When allowed to make their way forward in the classes to which they fairly belong, these unfortunate ones,—in truth unfortunates all, whether their shortcomings be the result of weakness or of wilfulness,—have the advantage of hearing and witnessing the daily work accomplished by the better and more industrious minds of the class, and it inevitably follows from such constant and stimulating opportunities, that indifference will often be shamed into exertion, and weakness catch hints which will develop latent sources of power. But when herded by themselves,—all salient ability culled out from their midst,—their only standard of emulation, day by day, is their own droning dullness, and the intellectual atmosphere of their school-room becomes oppressive and suffocating through inanity. Their work is painfully slow and labored; if they make advances, it is by scarcely perceptible steps; and even so much is secured only by drill after drill on every successive detail through monotonous and wearying iteration. If they ever had ambition or are capable of it, it will be crushed out of them; and so it will go on until they drop out into the world.

*Pronunciation and Enunciation.*—In my visits to the Primary Schools, I have been specially pleased at the care almost universally bestowed by the teachers of that grade on the elocution of their scholars, efforts being evidently made with method and purpose to secure a clear, distinct enunciation, an accurate pronunciation, and a well-modulated tone. I cannot forbear stating in this public manner, that in one room of the twelfth class during its last public examination,

which occupied nearly three hours, there was not a single noticeable defect in these particulars, throughout the school, not even in those points as to which correctness of pronunciation is most difficult to be secured; for instance, those in which long "u's" and interior "r's" occur. I need not say that the finished elocution of the teacher of that room is itself an admirable model for the emulation of her scholars.

Thus our scholars are well started in the habit of clear and exact enunciation when their vocal organs are young and pliable, and loose and pernicious ways of utterance have not acquired a troublesome hold; and it is of great importance that the exercises which have led to this result should be continued in the Grammar Schools, so that the good habit may be confirmed, and characterize the speech of the children all through life.

I do not exaggerate the importance of this acquirement. True, it is only the dress of speech, and there may be those who would decry any vigilant particularity about it as a useless expenditure of care. But it plays a far more prominent part than may at first appear in the economy of social life. In the first place, high, refined scholarship is never expected in connection with vicious errors or a general slovenliness of elocution. It is invariably a deduction from the manifestation of such defects that the school-training of the delinquents has been under the control of teachers who were indifferent and careless, or wanting in nice appreciation of the graces and charms of culture. This is the reason why, when there is to be a school exhibition, there is a strong anxiety on the part of the teachers to have the elocution of the participants faultlessly correct; and if their ordinary speech is marked by any vicious habits, to have them broken up for that occasion, if no longer. Now surely, what is required as essential to a school exhibition in this particular, ought to be regarded as essential to scholarly correctness in connection with the regular work of the school.

But more than this. One's acceptableness and influence in society are greatly enhanced by a pure and accurate elocution. A part of the immense power of spoken language depends on the way in which it may be spoken. There is redoubled eloquence in the periods whose words of beauty or of strength are uttered with fidelity to all their elements. The honey of persuasion often distils far more from the manner than the matter of one's speech.

The Prussian government, in dictating what shall be taught in her elementary schools, lays great stress on elocution. The cultivation of the organs of speech is an object of assiduous attention. So far, indeed, is the point carried in the nation at large, that many seminaries have deaf and dumb institutions connected with them that, through

the precision of analysis requisite in teaching such patients the elements of speech, the students may cultivate the speech-organ to the best advantage. This earnestness for a fine elocution is more than a whim of national pride; it is based on a discriminating perception of the true elements of power and beauty in language. I need not say that in the schools of Prussia all other branches of study are subordinated, as they should be, to that of Language.

It is not enough, therefore, that habits of speech expressly vicious should be corrected in our schools, but that exercises should be carried on in every room, of every grade, to render the speech of the scholars expressly accurate and finished in all regards. That admirable analytical process, phonic spelling, should be a daily exercise. Practice also should be had systematically on words containing combinations of consonant sounds difficult to pronounce.

*Vocal Gymnastics.*—There is a kindred topic on which I shall express myself with the same candor as I have done in regard to elocution. I mean the practice of vocal gymnastics. In some of the rooms of the Grammar grade this is wholly neglected.

What is its value? Observation and experiment have abundantly established its sanitary uses, to say nothing of its importance as an instrument to give freedom, body and power to the voice. If we examine the life-tables of the insurance companies, we shall find that the classes of the community who are the longest lived are the public orators, the preachers, the singers,—those who are accustomed to the free and habitual exercise of their vocal organs under normal and modulated conditions. For the free exercise of those organs involves such a play and regulation of the breath, that the lungs are brought into full and healthy exertion; they become enlarged and strengthened; the whole chest is expanded; all the vital organs obtain ample room; and the blood, thoroughly oxygenized, is sent on its rounds of service in the highest state of efficiency.

One would think that the life-tables to which I have adverted, carefully framed as they have been in the interests of gain, and uniform everywhere in their revelations, would stimulate the anxious inquiry, Cannot a process be invented through which the rising generations may receive the same benefit to their vocal organs, and consequently to their health, which the long-lived classes obtain from their oratory and their song? And it were equally pertinent to ask, Is it not singular and discreditable, that careful attention should be paid in most schools to "physical gymnastics," which tend to develop and strengthen directly only the external muscles, when little or no attention is bestowed on exercises to develop and strengthen those interior organs whose free and vigorous play has to do with the very fountains of life itself?

The exercise of the lungs and vocal organs in the act of singing is really a process of vocal gymnastics, and is of priceless value in that regard. I do not doubt that the general health of our scholars and the quality of their physical development have been improved many per cent. since singing has been a branch of study in our schools. But they need something more than this,—something adapted specifically to strengthen weakness, energize sluggishness and render elastic and free that which is rigid and constrained in connection with all the organs and processes of breathing and vocalization. That something has been devised, and in thousands of instances has proved its admirable efficiency to accomplish these various results. Often, indeed, it has radically changed the condition of the health, renovating and invigorating all the functions of life. It is that system of exercises which goes by the name of “Vocal Gymnastics.”

Our own High School is a notable example of the combined good effects of singing and vocal gymnastics. It is not many years since it was common for a majority of the graduates to come forward to their graduating exercises with voices so wanting in body and resonance as to render it doubtful whether they could be heard, and with their vocal organs so untrained as to make them powerless to speak with expression. Now the voices of most of the graduates possess so much volume, flexibility and capacity of expression, as to add much to the interest of the graduating exhibitions, while they indicate a far better condition of body in reference to health.

For the health's sake of our scholars, then, both now and hereafter, as well as for the luxury of hearing well-trained, expressive voices, I beg of the teachers of the Grammar Schools, one and all, to be faithful to what is required of them as to vocal culture. It will cost but little, for it will require comparatively little time; and it will add immeasurably to the grace and refinement of our teaching, and the solid advantages of our schools.

*Primary Grade.*—My report of the condition of this grade is a cheerful one. No teachers, I feel assured, have lost interest and gone backward, while some who did not fully satisfy us last year, have evidently striven to remedy their deficiency and be placed in the front rank of those whom we approve.

I think that the philosophy of the methods of teaching appropriate to this grade are better and better understood by its teachers. Less work is done in a formal, soulless way, as a matter of enforced and uninteresting duty. Intelligence and heart are manifest in carrying out the details of instruction in almost all the rooms, and of a consequence the children are pleasantly occupied, the exercises are judiciously diversified, and everything seems cheerful, happy and promising.

The excellent fruits of the Training School have been conspicuous during the last two terms in connection with this grade. Four of its present corps of teachers have been taken from among the pupils of that school; and although they had enjoyed its advantages only a few months, they entered into their work with resources of experience and intelligence so superior to the blind, groping and merely tentative experiments at teaching made by youthful appointees in years gone by, as to prove the excellence of the Training School and the wisdom of its establishment.

And yet, train the young ladies who aspire to be teachers as faithfully as we may, and restrict our selection from among them as carefully as we may, we cannot hope to obtain from their labors such results as will satisfy a faithful ideal, and start our youth under the best possible conditions in their course of education. For the more we improve our schools, the more we appreciate that the kind of start scholars receive in their education sounds the key-note of their whole subsequent career, and that there is scope for the noblest endowments in teaching even a Primary School. And when we learn that, in other countries famed for the excellence of their schools, honored graduates of the Universities are to be found in charge of schools of little children, devoting their wealth of suggestion and illustration to the development of such budding minds; as interested and ambitious, moreover, and as much respected in the prosecution of such labors, as though they were dealing with lofty themes in connection with maturest intelligence, we cannot avoid placing in unfavorable contrast, the efforts of even our best trained maidens, with what might be expected from mature powers, exhaustive culture, ripe experience, and sensibilities that have had field enough to become chastened as well as tender.

But it is an integral element of the American system of education, rendered all the more imperative by social conditions which cannot be overruled, that youthful beginners in the work of teaching shall make their first essays in the Primary Schools. Let us rejoice therefore in the establishment of a Training School under competent instruction, where the philosophy and practice of teaching can both be learned; and may it never occur again, in a single instance, that crude inexperience shall be intrusted with the care of one of our schools.

*The Training School.*—But I desire to interest the board in one or two particulars in relation to the ordering of the school, which I consider essential to its highest efficiency.

First, as to the instruction of the scholars in music and drawing. The committee is looking forward to the time when these branches of culture, daily becoming more and more prized for their utilitarian as well as æsthetic advantages, will be classed among the ordinary studies, to be taught by the regular teachers of the schools. The music charts

which are in use in our schools were made with the express purpose to facilitate the efforts of regular teachers to instruct their classes in the science ; and Mr. Smith, the accomplished State Director of Drawing, insists that this art not only may be, but ought to be under the charge of the regular teachers ; that it cannot so well be taught by special instructors as by them.

But the coveted era when music and drawing will thus be made ordinary studies will not come about of itself alone. The regular teachers must receive some instruction themselves before they can be expected to instruct others ; and I do not believe that the gentlemen of the committee have given thought to the point, what a neglect of precious opportunity it is, and a direct postponement of that coveted era, to let the Training School, from which we shall so largely replenish our corps of teachers, go on without any provision for the instruction of the scholars in music and drawing. Surely these branches ought to be made objects of express attention in the school, and inability to make proficiency in them ought to be regarded as a serious if not a fatal barrier to a place as a teacher.

In fact, I trust the Board are prepared to insist that hereafter no candidate, from whatever quarter, shall receive an appointment as a teacher, we cannot sing and draw as well as perform problems in arithmetic ; and if so, it follows that instruction in these branches must be provided for the scholars in the Training School.

I shall make an effort to answer the questions already asked in another connection : What is the true ideal of a Grammar School ? What and how shall it be taught ? What are the chief results it should be expected to secure ?

My first proposition is that a Grammar School should be strictly an elementary school ; and as such its purpose must be, not to impart knowledge itself so much as to teach the use of the instruments of knowledge ; not to develop the thinking faculty into power so much as to furnish it with material for thought, when time shall have normally matured it into activity.

The first part of this proposition will readily be assented to ; for Grammar Schools are universally rated as elementary schools. But the second part so directly antagonizes the most popular and deep-seated ideas about education in this country, even among most friends of reform, that in making it I subject myself to the charge of seeking to relegate the rising generation back to the lifeless routineism from which it has cost the very sweat and blood of devoted reformers to liberate our suffering schools. For the maxim which is thought to express the grand central truth of all truths on this great subject is, "The children in our schools must be taught to think."

For many years I have felt a growing conviction that the neglect of the study of language is the one grand defect of our elementary schools; that the pride with which the people regard them will remain unjustified until the multitude of words with which our scholars are dealing for so many years, shall be made to them, to a far greater extent than now, the symbols and instruments of thought. Supported by the hearty sympathies of the board, I have endeavored to free our own schools from this reproach; and to introduce such exercises as would give our scholars an easy command of language in speech and composition, as the most necessary of all qualifications with which to begin their lives. But when I communicated with the teachers and sought place for these exercises,—place too for drawing, place for object lessons to develop the observing powers and store the mind with valuable facts,—all of them indispensable elementary processes,—I was answered on every hand with the anxious reply, “No time—no time.” “No time,” I said, “for these necessary subjects,—to be learned here or nowhere,—no time! There must be time! As well say that a person has no time to eat, to sleep, to breathe. No time for anything if not for these! We must make time for them. What is stealing away their time?”

Arithmetic, geography and history were abridged, partly by diminishing their volume and partly by cutting off all superfluous details; yet the needful opportunity was not fully obtained. There must be a still further modification of the existing distribution of time.

Then I busied myself to ascertain in what particulars any or all of the existing studies could be further curtailed with the least amount of loss to the scholars; for it had become a settled point that these new exercises, now knocking for admission, must come in; and come in, not as interlopers, but as essential elements. I had fully learned by this time what all school authorities ought to realize, that there are many things which it is desirable for children to learn in elementary schools, but which they must not be taught because there is something else more important for them. A system of studies is a system of compromises throughout; and those are most essential which are most elementary. Therefore, though it might prove necessary to drop portions of studies which were evidently of sterling value, it was not to be regretted if still more important branches were to take their place.

At this point in progress I turned for suggestions to the Prussian school system. Prussia, unlike America, has what deserves the name of a system. Prescribed by government, it is based on well-defined philosophical principles, and all the details of its administration, thoroughly harmonized, even to the selection of studies, the methods of teaching them, and the time to be devoted to each other, are regulated in accordance with these principles. It is this striking peculiarity of

its character which fits it to be of advantage to us in our present discussion ; all the more, because it is not the abstract theory of a country which is in its first stages of educational experience, but is the result to which it has recurred after a long, practical experiment in another direction.

Let us now give attention to some of its leading principles, thus derived from dearly purchased experience. They are classed under two general heads : Limitation of subjects taught, and Simplification of the methods of teaching.

It is declared that up to the age of fourteen the whole school time is not more than enough to secure to children the mastery over the general instruments of future cultivation, the organs of speech and song, the relations of number, the pen and the pencil. The child is not to be taught to know but to be able to do. Elementary education is not knowledge, but capacities ; it is only to qualify the child to perform certain simple operations. It is not enough for the child to learn how to do ; it must show that it knows how by the facility with which it performs.

The labor of the Pestalozzian school to develop mental power by abstract and formal exercises of thinking is declared to be, if not erroneous, at least out of place in an elementary school. The development of the thinking powers is no part of the object of such a school. To attempt it is a fatal ambition.

The duties of an elementary school are not arbitrarily defined. They define themselves as soon as it is understood that schooling is to end at the age of fourteen. It may be highly desirable that children should have industrial training, or artistic training, or that they should learn physical science ; but average boys and girls cannot learn these things without sacrificing the elementary skill which must be acquired in childhood.

On the basis of such principles, the contents and methods of the instruction given in elementary schools is as follows :

Grammar, the anatomy of language, is banished as a superfluous study. The mother-tongue is declared to be, not a knowledge to be studied, but a power to be exercised. The language instinct which every child possesses must be cultivated by assiduous exercise, of which reading speaking and writing are only so many various forms.

In arithmetic, no lessons in the theory of number are allowed, and setting sums to work in abstract number is to be done as little as possible. The examples are always to be given in concrete number. Mental arithmetic is not permitted as a separate exercise, it being pronounced a useless fatigue of the brain. Its province is to correct the mechanism of the slate. The four fundamental rules only are to be



taught, together with fractions, which are not allowed as a distinct branch.

Separate hours for geography and history are not prohibited, but are not encouraged; and no special manuals for these subjects are in use. What instruction can be given in them is to be suggested by the reading books.

Such are the contents and methods of the Prussian elementary schools as prescribed by law. It should be mentioned, however, that this simplification and concentration of subjects is not rigidly enforced, except in the one-class village schools, or what we should term the ungraded country schools. In the city schools, the scholars of which do not so generally leave school at the age of fourteen, a somewhat wider range of subjects and greater freedom of teaching obtain. For the latter can spare some of their time for the acquisition of knowledge before the age of fourteen, since they will continue to practise the elements after fourteen; while the former must give all their time to obtaining a sure possession of the elementary capacities.

But whatever disagreement there may be about details, and however emphatically sound, practical educators may denounce the exaggeration of the principles of this system which has led to an excessive quantity of learning by rote, the principles themselves have secured universal acceptance. They are felt, as has already been stated, to have introduced the reform to which an experience strictly educational would naturally lead.

Should not the experience of Prussia be an example to ourselves? Do not the same general principles apply to our elementary schools as to hers? If she has found that certain ranges of subjects and methods of teaching are incompatible with a thorough mastery of essential elementary processes, must not the same incompatibility exist here at home? I entreat the candid and deliberate attention of the board to these vital considerations. If a firm, substantial reconstruction of our Grammar School system of study is to be effected, it must be through such a series of compromises as has been described.

I have defined the province of a Grammar School as an elementary school, to be "to teach the use of the instruments of knowledge, and furnish the thinking faculty with the material of thought." And what are the instruments of knowledge? Within us, they are the observing powers, which should be busy throughout the season of childhood in gathering up stores of facts out of which maturity may elaborate the abstractions which are its normal province; and the instinct of the relations of number and of music. Without us, they are the senses, the organs of speech, the hand, etc., through which the mind communicates with the external world and appropriates its contributions. And to cultivate these in full variety and with scrupulous fidelity, not

in an immethodical, haphazard way, as though such culture were only an incident of the substantive school work, but as though it were a vital element of it, laying the indispensable foundations of all knowledge, opens up a field of labor for the teachers, if well understood, that is worthy of their highest powers, and will prove far more satisfactory in its intelligent completeness than the irregular and often misdirected efforts which now obtain. The power of song comes within the circle, as one of the noblest capacities, in view both of culture and of happiness, with which God has endowed us. Drawing comes within it, as being itself a language,—a silent but charming vehicle for the expression of thought; and moreover, as a necessary means to discipline the hand for the operations of handicraft in after-life. The training of the organs of speech comes within it; for a correct enunciation and a well-modulated, sonorous utterance have essential concern with the power and influence of language itself. Acquisition of the material of language comes within it, as something far more important in scope and measure than what has been purposed by the old stereotyped exercises in language. Object teaching comes within it, as a means to establish direct relations between the processes of the school on the one hand, and the facts in nature and the avocations of life on the other, and to supply the thinking faculty with stores of material. These various subjects are all to be embraced in the course of study of an elementary school, in addition to its traditional work.

Am I not right in saying that we have no well-digested, consistent philosophy on this great subject? In how many schools, for instance, is drawing prescribed as one of the essential elements of education? In how many is music regarded as anything more than an exceptional divertimento? In how many, again, are the means to the acquisition of the material of language anything more than mere tentative experiments in a vast but only partially explored field? In how many are any systematized provisions for the training of the observing powers, and the storing up of that practical knowledge of nature and art through object lessons, which is the basis of mental development and activity? In how many, once more, are the studies regulated by anything more than the tastes and caprice of the school committees or teachers, instead of by a thoughtful estimate of their relative values in regard to the highest usefulness of an elementary school?

As was said in the beginning of this essay, the grand leading idea in New England as to the purpose of its schools is, that the children are to be taught to think. Now this would be a laudable position if any discrimination were exercised in regard to the kind of thinking to be expected from the children; if it were modified in application so as to correspond with the degree of their maturity. Certainly every scholar should be taught to think. No school work should be mechani-

cal rote-work. The child not yet two years old has done a vast amount of thinking, that will have a bearing on its whole lifetime. Every word that is understood is a symbol of thought. The room of even the youngest class in a Primary School should be all aglow with the activity of interested, eager thought.

But the thought natural to a young child is very different from that which is normal to an adult, in kind as well as in degree. So when infancy has developed into youth, we have still another kind of thought, wider in scope than that of the infant, narrower than that of maturity. The infant exercises the thought which accompanies the perceptions only. The youth superadds the thought which belongs to the conceptions. Only the adult mind can deal normally with pure abstractions.

It is true the youth generalizes. But his generalizations are only in connection with sensible objects, while the mature mind reasons also from immaterial conceptions.

Now the demand of New England public opinion that our scholars must be taught to think, wholly ignores these stages of mental development, and expects children in Grammar Schools to go through processes of abstract reasoning just as readily and logically as through processes of perceptive or conceptive reasoning. And because such a demand violates the ordinations of nature, it proves in good part, as it ought to prove, a failure.

At this point, did the limits of my report allow me a full discussion of this important theme, I should approach it from another side, and plead with earnestness for due attention in our elementary schools to those subjects which will interlink their ordinary studies with the duties and occupations of practical life, and prepare their scholars in some express form for the labors of their future. Science and art, as they are applied in the work of the world, in handicraft, in the preparation of food, of clothing, of architecture, and in the conveniences and comforts of social economy; the human body, in reference to structure, development, health and strength; and nature, also, in those forms of animal and vegetable life in which she meets us on every side, and ministers to our pleasures and our needs, should be expressly recognized and made known. It excites my wonder that any elementary schools should have won a reputation for excellence, while debarring their scholars from such knowledge.

This knowledge is not to be communicated in the form of new studies, to be pored over in additional text-books. By no means. We want no ologies and ophies in the Grammar Schools, as such: first, because there is no time whatever for the logical pursuit of any science; and second, because it would involve abstractions, which are out of place. But this knowledge is to be imparted by means of object lessons, amply illustrated, clearly and vividly bringing the mind to bear on the topics

presented to it through the medium of the actual; and also by means of books, simply and charmingly narrating their information,—that are to be read not studied,—and thus aid in the knowledge of language while they instruct the mind with their details of facts.

Once more, did my limits allow, it would be pertinent to take into consideration the strenuous efforts now in progress on the part of some earnest philanthropists, to graft handicraft training on our school system, so that the scholars may be prepared for different trades and industrial callings. They would have half the present school hours devoted to manual labor; and they support this bold demand by the assumption that in half a day a child will learn as much as in whole day,—or if not quite so much, at least enough. They take the crude, defective, traditional New England notion of what an elementary education is, and the wretched abortions of training and scholarship which it has turned out upon the world, as exemplifying the true ideal of the possibilities and requirements of Common School culture; and because boys and girls can be taught in the half days of a few years to read without much stumbling over words, to write only semi-obscurely, to spell a goodly number of words of which not one in ten is understood, and to cipher correctly under the fundamental rules, we are told that they have acquired a respectable elementary training,—they have become adepts in the use of the general instruments of future cultivation, and are ripe for the responsibilities of citizenship! What a travesty of the sober reality this position is! And if accepted and acted upon, into what fearful relations to the welfare of the State it will organize ignorance and unskilfulness!

I can briefly indicate what I consider to be the true relative values of the essential Grammar School studies by a table of the time which should be devoted to each. It would be as follows for a week of 25 working hours:

Language, 8 hours; arithmetic, 5 hours; history, 2 hours; geography, 2 hours; oral lessons, 2 hours; spelling, 1 1-2 hours; writing, 1 1-2 hours; drawing, 1 1-2 hours; singing, 1 1-2 hours.

I will only remark that grammar is assigned no place, because all that need to be learned of it will properly be associated with the reading lessons, and that the expressions for geography and history are averages. I would have the major part of what shall be taught of geography through stated lessons, thrown into two of the earlier years of the course, and all the attention paid to it afterwards be made to consist only of brisk oral reviews, into which such fresh points as may be of importance shall be introduced. This is the plan pursued in some of the best schools of the country, and it commends itself through both its intelligence and its economy. One of the most crying needs of schools generally is, that the time spent on details in geography

should be reduced to a healthy minimum. There should be only one book on the subject, and one-half of that, according to my knowledge of geographies, should be cut out. The courses of study in many schools seem now to be regulated for the benefit of book publishers alone.

So with history, in reversed order: a little in the earlier years, not out of text-books, and the systematic study reserved for classes in which the scholars have become old enough to appreciate to some extent the philosophy of the subject.

*Superintendent.*—HENRY F. HARRINGTON.

### RAYNHAM.

In two schools drawing has been taught quite successfully, and has proved an incentive to pupils in other branches. Many children will learn a difficult lesson as quick as possible, so as to gain an opportunity to use their pencils in making pictures. The Primary scholars, instead of sitting with folded hands in an uncomfortable position, when not studying their lessons, have spent a portion of their leisure time, covering their slates or blackboards with words, figures or pictures. We have been surprised at the rapid advancement made in this study by young children. We expect that drawing will hereafter be taught in all our schools, as the law requires instruction in this branch. We think it will be no hindrance to progress in other studies, and will contribute to more and rapid improvement in writing.

The Child's Book of Nature was introduced into two schools. The children have been deeply interested in acquiring new information about the plants, trees and flowers, with which they are surrounded, and about the wonderful mechanism of their own bodies. Our children often grow up in comparative ignorance of the beautiful laws and contrivances in the world of nature. Most teachers fail to give oral instruction on such subjects, either through want of time or lack of information; hence a small elementary work of this kind is needed for the pupils to study.

*Graded Schools.*—We ask the people of Raynham to candidly consider the advantages resulting from the union of two or three small schools into a large graded one. Let any person of common intelligence teach a mixed school composed of pupils of all ages from four to sixteen years, and then teach one department of a graded school, and he will at once appreciate the superior advantages of the latter. If a parent, he will most cheerfully send his children a longer distance to enjoy the advantages of a well-managed graded school. In some schools of thirty scholars, we find five classes in reading, five in spelling, four in geography, three in practical arithmetic, and three in

mental, two in grammar, and generally a class in algebra, history, book-keeping. Deducting the time occupied in opening the school, in recess, in changing classes, in giving instruction in writing, drawing and singing, in rendering aid to dull scholars, in attending to cases of discipline, and the classes cannot receive more than ten minutes' instruction, on an average, once a day. This time may possibly answer for a small class in spelling; but every earnest and successful teacher knows that he cannot give the needed instruction to a class of average abilities in arithmetic or grammar, without occupying more than twice ten minutes. To do justice to a class in reading, more time is required. Indeed, suitable instruction can scarcely be given to any class however small, in ten minutes. Hence teachers who are fond of any particular study, frequently give a more reasonable length of time to the recitation in that study and thus of necessity shorten other recitations. In this way a portion of the pupils are left without much instruction, make but little progress, and often become discouraged. Parents are dissatisfied with the teacher. This has occurred again and again in our town. Parents have complained because their children did not receive due attention. The teacher had to bear the blame when in fact she worked as hard as she could every moment of school hours.

*School Committee.*—JOHN M. MANNING NATHAN W. SHAW, SETH D. WILBUR.

## TAUNTON.

Drawing has become a required study in the Public Schools, and art education is thereby engrafted upon our system of public instruction.

Previous to the passage of this law by the state legislature, this useful branch of education had been introduced into your schools as an elective study, to pave the way for its more general and complete adoption for regular instruction and study, when public sentiment might become so educated as to secure popular favor in the purchase of needful books and material.

By your regulations it is now a prescribed study for the first class of the Grammar grade and for corresponding classes in the ungraded schools. Its utility is now generally admitted in this community, and I find no opposition in requesting provision for the material essential to its successful study and practice. It has been thus far associated with penmanship in Grammar Schools, and usually alternates with writing. The idea of form as well as the command of muscle required in drawing is directly useful in writing. As far as I can judge, the results have fulfilled my expectations that no less progress would be made in penmanship because of the time spent in the other study. Locke, in his *Thoughts on Education*, says: "When he (the pupil)

can write well and quickly, I think it may be convenient not only to continue the exercise of his hand in writing, but also to improve the use of it further in drawing."

To relieve the tedium of the hitherto ordinary Primary School discipline; to give valuable recreation; to cultivate the perceptive faculties of children; to inculcate at an early stage ideas of form, distance, and dimension; to train the eye and hand, to cultivate a sound and true taste in a useful direction; to afford new means of expression — new sources of enjoyment, and at the same time to lay the foundation and encourage the inclination for better proficiency in this ever convenient, serviceable art, I have directed simple exercises in drawing — beginning with the blackboard and slate, in the Primary Schools and Primary classes. Most of our Primary School teachers have engaged in the work with commendable zest.

The importance of drawing as a branch of instruction and study in our schools is so apparent to the community that it needs no advocacy. Its usefulness is exemplified in every trade, in almost every calling and pursuit of life. It is a visible language by which things are directly and clearly represented to the eye, by which quicker and more comprehensive conceptions are often gained than can be given by words alone.

We are obliged to meet a serious difficulty in an attempt at immediate general compliance with the statute of the State so recently enacted, because many of our teachers, not anticipating the necessity of so doing, have not properly prepared themselves for giving systematic instruction in drawing. This art cannot be taught with practical success in all our schools by a special teacher of drawing, as a separate subject, any more than writing and arithmetic can be thus taught as separate subjects with daily efficiency. The general teachers themselves must learn elementary drawing and teach it to the children, just as they learn and teach other subjects. All the children can be taught to draw, only by making every teacher include drawing among his subjects of qualification for instruction. But shall the teachers already in your employment, in all other respects amply competent, and many of them rarely proficient, be dropped because of present deficiency in this department of learning? By no means!

The introduction of instruction in and study of drawing in the schools, is regarded favorably by the teachers, the children and the people; and I predict an almost unexampled success, if our teachers can acquire the attainments requisite for systematic instruction in this department.

I would suggest a plan similar to that adopted in Boston,—the employment for a season of a special teacher of drawing, not to go into the schools, but to give occasional lessons to our teachers, who

can assemble for the purpose, perhaps on alternate Saturdays. I would further suggest that you include drawing among the branches of learning in which candidates for teachers' positions in your schools are hereafter to be examined. In fact, I see no other practical way of complying with the requirement of the first section of a recently enacted statute of the Commonwealth.

*School of Industrial or Mechanical Drawing.*—An advertisement was issued for the names of persons over fifteen years of age who earnestly wished the advantages of the school, in order that we might ascertain its home demand, and know with some degree of certainty the extent of room and the preparation needed for the first term's experiment.

The law of the State had created such a simultaneous demand in all our cities for instructors in mechanical drawing, that an immediate supply was liable to be exhausted, and it was, consequently, felt that no time was to be lost in looking for and obtaining a principal for the school suitable to give it the proper impetus and direction. Mr. W. W. Brewster, a teacher in the Institute of Technology and in the Free Evening School of Boston, was recommended to and employed by your Board. We were able to procure competent local assistants at a comparatively small cost, all of whom proved satisfactory in the positions assigned them, and some of whom exhibited such rare ability and teaching qualities that it will hereafter probably be safe to rely upon home talent, from the draughting and architectural rooms of our extensive machine shops and varied manufacturing establishments, for instruction in this school; and thereby gain the advantage of obtaining teachers not only possessed of a knowledge of the theory of mechanical drawing in its different departments, but also of recognized familiarity with its practical application in construction, and at the same time employ them at a less cost than teachers from abroad can be procured, because of a relief from the time and expense of travelling.

For convenience in classification and instruction, the school was divided into two sections, and each section occupied two (alternate) evenings per week for a term of twelve weeks. The instruction in this brief period was mainly in copies of geometrical drawings, followed by plates embodying elementary principles. The progress of the school was carefully noted in frequent visits by the special committee and myself, a public exhibition of the drawings of the pupils was given at the close of the term, and an examination of the work of the school was made by members of the school committee and board of aldermen, at all of which a proficiency was indicated, pronounced by all parties concerned to be highly satisfactory.

At the opening of the school, when success depended much on first



impressions, it was deemed expedient that no instruction or study should be introduced, the tendency and value of which would not be readily appreciated. It was thought that our working mechanics, by force of habit inured to what appeared of direct, immediate utility, and not generally realizing how much aid it would afford them in sketching readily, when they might only have a pencil at hand, whatever they might wish to represent, would become disgustingly impatient with their seemingly simply ornamental branch of free-hand drawing. Hence was the omission of free-hand outline drawing in the experimental course of last winter. Its advantage, however, is so generally recognized by adepts in industrial drawing that it will in the future probably constitute the preliminary course of each new class, followed by or associated with the study of those simple geometrical problems, which embody the principles, and are the only sure means of a clear comprehension of the theory and art of mechanical drawing.

This school may hereafter have a less number of pupils at the very outset or beginning of a term, its novelty having gone, but having successfully passed its experimental stage, it will have more the phase of permanency; its students will have a more definite idea of its purpose, more patience in engaging with reliable, enduring heartwork in any needfully prescribed preparation, and will be more likely to persevere in regular attendance and until the thorough accomplishment of some determinate end.

*Evening Factory Schools.*—These were two in number; they were opened early in the winter and continued twelve weeks. They were conducted on the plan suggested in my report of the previous year. A police guard was stationed near the schools, and no corporal punishment was allowed within them. The good order in those schools was equal to that in the day schools. The instructors,—principal and assistants,—were competent and faithful, and the children were cheerfully attentive and studious. There were not quite so many pupils as during the previous winter, but the attendance was far more regular and the proficiency in scholarship and good behavior more satisfactory.

*Superintendent of Schools.*—W. W. WATERMAN.

## WESTPORT.

In consequence of the large number of children in town not attending school, and growing up in ignorance, the town at its annual meeting adopted the following By-Laws, which have been approved by the superior court, and chose the school committee as truant officers, to carry the same into effect.

## COMMONWEALTH OF MASSACHUSETTS.

MIDDLESEX, SS.—At the Superior Court, begun and holden at Lowell, within and for the county of Middlesex, on the second Monday of March, being the eleventh day of said month, Anno Domini 1872,—

The following By-Laws are presented to the Court for approval and acceptance, to wit:

*By-Laws of the Town of Westport in relation to Truant Children and Absentees from School.*

SECT. 1. The town of Westport hereby adopts and avails itself of the several provisions of the statutes of this Commonwealth now in force in relation to habitual truants and absentees from school, and in pursuance of the authority conferred thereby establishes these By-Laws.

SECT. 2. All children between the ages of seven and sixteen years residing in said town, being without any regular and lawful occupation or business, and growing up in ignorance, shall, unless there be some sufficient reason to the contrary, be required regularly to attend some Public or Private School or suitable institution of instruction.

SECT. 3. All children between the ages aforesaid who shall fail to comply with the provisions of the foregoing section, or who, belonging to any of the Public Schools of said town, shall be habitual truants therefrom, shall be liable to be punished by a fine of not more than five dollars upon each and every conviction of either of the offences aforesaid.

SECT. 4. All children between the ages aforesaid belonging to any Public School in said town who shall without sufficient excuse therefor be absent therefrom six or more times in the course of any one term of said school, shall, for the purposes of these By-Laws, be deemed and taken to be habitual truants from said school.

SECT. 5. In place of the fine before provided for the offences above named, the justice having jurisdiction of such offences may commit the offender for a term not exceeding two years to the Farm School hereby established by said town, and which is hereby assigned and provided as the institution of instruction, house of reformation, or other suitable situation named in the statutes of the Commonwealth before referred to.

SECT. 6. The said Farm School shall for the present be in connection with the almshouse of said town, and the children sentenced as above shall be under the control and government of the selectmen of said town, who shall make suitable regulations concerning the employment, instruction and management of said children.

SECT. 7. There shall annually be chosen by said town at its annual meeting three persons who shall alone be authorized, in case of any violation of these By-Laws, to make the complaints and carry into execution the sentences thereon, which persons shall be known and designated as truant officers, and who shall receive such compensation as the town shall determine.

SECT. 8. It shall be the duty of such truant officers to inquire into and prosecute all cases of violations of these By-Laws in said town. In case any such truant officer shall find any child between the ages aforesaid, belonging to any Public School in said town, during school hours wandering about in or near any road, place of public resort or amusement in said town, without sufficient excuse for his absence from school, he shall apprehend such child and return him to the school to which he may belong, unless he shall deem it

proper to make a complaint against such child under these By-Laws; and shall in either case notify the parent or guardian of said child of his doings in the premises.

SECT. 9. Any justice of any police court, and any trial justice in the county of Bristol, shall have jurisdiction of the offences named in the By-Laws.

SECT. 10. These By-Laws shall take effect when approved according to law.

*By-Laws of the Town of Westport in relation to Neglected Children.*

SECT. 1. The town of Westport hereby avails itself of the provisions of the Act of this Commonwealth approved May 26, 1866, entitled "An Act concerning the care and education of neglected children."

SECT. 2. The Farm School connected with the almshouse in said town is hereby assigned as the institution or place referred to in the third section of said Act, and the charge and government of said institution shall be in the selectmen of said town, who shall cause the same at all times to be an establishment in conformity with the objects of said Act.

SECT. 3. The selectmen of said town shall annually appoint one or more suitable persons who alone shall severally be authorized to make complaints under the said Act, and who shall receive such compensation as the town shall determine.

SECT. 4. It shall be the duty of the officer or officers appointed as aforesaid to visit the various portions of the said town as often as it may be necessary, in order to acquaint themselves with the condition of such children under the age of sixteen years as by reason of the neglect, crime, drunkenness or other vices of parents, or from orphanage, are suffered to be growing up without salutary parental control and education, or in circumstances exposing them to lead idle and dissolute lives, and to make complaints in all cases wherein their judgment it may be necessary in order to remedy the evils intended to be provided for by said Act, said complaint to be made to any justice of any police or municipal court, or any trial justice in the county of Bristol.

SECT. 5. These By-Laws shall take effect when approved according to law.

The foregoing By-Laws have been accepted and adopted.

Attest:

ALBERT C. KIRBY, *Town Clerk.*

WESTPORT, April 13th 1872.

Which said By-Laws, being seen and understood by the court, are, on this sixteenth day of April, A. D. 1872, approved.

In testimony that the foregoing is a true copy of record, I hereto set my hand and affix the seal of said court, this sixteenth day of April, A. D. 1872.

JOHN JAMES SAWYER, *Asst. Clerk.*

*School Committee.*—CHARLES F. SHERMAN, LUTHER D. KIDDER, CHARLES FISHER.

## DUKES COUNTY.

## TISBURY.

Your committee think that, as a general thing in our community, there is want of knowledge as to the amount of labor that is performed by faithful teachers, and therefore too little sympathy for them. To the inexperienced and unobserving, the work of the teacher seems easy; to go to the school at the appointed hours, hear the scholars read, spell and recite, and reprove the idle and indolent, is a simple matter they think. But this is not teaching—it does not educate the children; and a teacher that can do nothing but ask questions is not fit for the office. It is the spirit and enthusiasm that is seen in the teacher and communicated to the school that is of the highest consideration. Children cannot appreciate the value of school duties, because they cannot properly estimate the results; the wants and realities of manhood cannot be comprehended, because they are but dimly seen in the distant future. It is the work of the teacher, therefore, by his or her example, manner and devotion to their interests, to win the confidence of the scholars, compel their respect, and awaken a spirit of inquiry which alone makes study a pleasure and diligence a habit. There is also a vast difference in the capacities, habits and dispositions of children, which must be studied by the teachers before they can adapt their instruction to the capabilities of each. The more precocious natures need to be restrained, the sluggard urged and encouraged to form habits of industry, and the dry page of the text-book must be enlivened, and vitality infused into the subject taught. These duties and many others render the work of the faithful teacher truly difficult and complex, and call into action a great variety of attainments and qualities. In expecting teachers to study thus faithfully their scholars, it will be readily seen that their office is far from being a sinecure. A teacher's work cannot be compressed into the six hours of the school-room, but must occupy a considerable portion of the day in addition. Where so much is required of the teacher in order to carry a school through successfully, can we wonder that they sometimes fail? And considering the trials of temper to which the teacher is subjected, shall we not have charity if a mistake is sometimes made?

*School Committee.*—J. H. LAMBERT, THADDEUS LUCE, DAVID MAYHEW.

## ESSEX COUNTY.

## AMESBURY.

At the last annual meeting the town generously appropriated the sum of one thousand dollars in addition to the sum raised the previous year for the support of schools. This additional sum has been expended principally in lengthening the Intermediate and Primary Schools; twelve schools of the grade having been kept eight and one-half months, against six and one-half months last year, and all others having been lengthened from five to nine weeks. We believe that the advantages resulting from such a course are numerous. Comparatively few of the pupils in our Public Schools can be kept in school long enough to be promoted even to a Grammar School. Does not justice, then, require that this large class should have access to schools kept longer than six and one-half months during the year? Again, when the schools have been kept for only about half the year, they have been lengthened in some parts of the town by several Private Schools; and it being too often a mere matter of fancy on the part of the pupil as to which should be patronized, without any regard to age, rank or attainment, the result has been that such schools have been promiscuously attended, thereby defeating all attempts on the part of the teacher of such a classification as is essential to the prosperity of any school.

*School Committee.*—JAMES H. DAVIS, JOSEPH MERRILL, FRANK WIGGIN.

## BEVERLY.

*Attendance, Truancy, etc.*—These are chronic subjects for school reports; and yet the evils of irregular or non-attendance and truancy alarmingly prevail. This state of things, though very trying to the equanimity of our teachers, is chiefly harmful to the pupil himself. Besides the very imperfect work done at school, the habit of unpunctuality, and the diminution and loss of enthusiasm in study, are greatly to be deprecated.

But a cheerful view of the matter is, that it can be remedied. One of our teachers, and she in a neighborhood not the most favorable for good results, presents a most excellent, not to say a most astonishing exhibit of what can be done, by attaching the children to her in strong

personal friendship, and making them feel that her school-room is one of the pleasantest places in the world. Other teachers can and ought to do likewise. I divide the blame of these irregularities about equally between parent, teacher and pupil. Teachers should be much more particular and thorough in immediately looking up each case, as soon as it arises; and I would make it one condition of engagement and its neglect a ground of removal. A friendly talk between parent and teacher will greatly aid the reform; and in extreme and bad cases the enforcement of the law on offenders might be advisable.

The superintendent of schools in St. Paul, Minnesota, in a late report says: "With the concurrence of the chief of police and his force, truancy is almost unknown; and all the children of the city are in attendance upon a course of education. Neither in the streets, nor at the depots in town, nor in the suburbs, will children be found during school hours." What has been can be done.

*Superintendent of Public Schools.*—E. C. ALLEN.

### BOXFORD.

In conclusion, your committee would recommend that more attention be given, in our schools, to the manners and morals of the pupils. In a complete and symmetrical education, the discipline of the heart, as well as the mind, is included. The moral nature should be developed, in connection with the intellectual. Religion, in the broad sense of the duties we owe our Creator and our fellow-men, should be carefully inculcated. Correct principles of conduct should be enjoined, and right habits formed. Asperity and roughness of manners should be corrected and that courtesy and gentlemanly deportment cultivated which contribute so much to a successful and useful life. Although instruction on these points may be regarded as coming more properly within the sanctuary and the Sabbath school, yet it is to be considered that too many children are strangers to these places; and that, whatever instruction they receive, of a public character, must come through the Common School. In this connection it may be remarked that, as example is more powerful than precept, and children are creatures of imitation, reference should be had, in the selection of teachers, to their moral as well as intellectual qualifications.

*School Committee.*—WILLIAM S. COGGINS, SAMUEL KIMBALL, WILLIAM R. KIMBALL.

### ESSEX.

Essex, July 17th, 1871.

Hon. DAVID CHOATE,—SIR: We, the selectmen, and the school committee, in joint convention assembled, as by law provided, for the

purpose of filling the vacancy in the committee occasioned by your resignation, respectfully take leave hereby, to testify our sense of the valuable services you have rendered the cause of education.

We are informed that you have been connected with the schools of Essex, with but few and slight intermissions, ever since the year 1815, either as a teacher or a school committee-man. We regard this as unprecedented in the annals of most towns and cities. You have, sir, followed the remains of many of those who have been under your care as an educator, to the grave; others of them have died in their homes, far from their native town; others have fallen on battle-fields, and some found watery graves. But many very many yet live and have carried with them, to almost all parts of our country, indeed to almost all parts of earth, that influence which you have exercised over them, and which they will exercise over others, and those over yet others through all coming time.

There are yet living, children, youth, parents, grand-parents, and possibly great grand-parents who have been under your tuition; many of them are making their mark in the world; the press, the pulpit, the bench, the bar, the professor's chair, and the medical faculty, all have representatives of your school.

A large number of teachers, also, have by you been started on their successful career. Your scholars are to be found following nearly all the pursuits of life, and are acting their parts in life's drama well. The recollection that you have done so much towards fitting and preparing them for usefulness in life, must, it is believed, afford you sincere pleasure and satisfaction.

But, sir, the time has at length arrived, when, as you say, you are "admonished, that you must make way for a younger man, by vacating the post which by favor of the town, you have so long occupied," but which we say, rather, you have so faithfully and successfully filled.

Could we "set back the clock of time," and yourself as well, our action would be quite different, but under the circumstances we accept your resignation, and now proceed to elect your successor; and may your falling mantle rest on worthy shoulders.

You are understood to express the desire that you "may enjoy the privilege of visiting the schools, so long as you shall be able to do so." Please, sir, consider yourself a life honorary member of the school board; take the reserved seat on the rostrum; no one else will occupy it while you are present; the committee, teachers and advanced scholars will expect and desire you to criticise, counsel, admonish and advise as heretofore, and the little ones will ever believe that Mr. Choate is the committee: and we would not break this their happy, harmless and innocent delusion; the attempt would be as fruitless as to tell them that "papa and mamma are no longer parents."

Hoping the evening of your life may be serene and happy as the former years have been active and useful,

We remain, yours, with honor and respect,

*Selectmen.*—DANIEL W. BARTLETT, ABEL STORY, GEO. C. BURNHAM; *School Committee.*—R. W. BURNHAM.

To the above, Mr. Choate sent the following reply :—

TO THE SELECTMEN AND SCHOOL COMMITTEE OF ESSEX,—GENTLEMEN :  
Having had this evening, a paper put into my hands, containing your action in relation to my resignation as a member of the school committee, I can truly say, that the stream of your kindness entirely overflows its banks.

That you should have been led to the passing of a vote so cordial and flattering, overwhelms and almost depresses me.

It would gratify me, to make a response in detail, and it is certainly due to you that I should ; but I must satisfy myself with saying that a recollection of the fact, that my long connection with the schools, the committees, teachers, officers of the town and parents generally, has been without a single unfriendly collision lasting for even an hour, fills me with unqualified pleasure, to say nothing of its being supplemented and heightened by your official note.

Gentlemen, please accept my profoundest thanks for the same, and allow me to hope and believe that my successor will fill the office a thousand times as well as I have done.

Yours, with my warmest regards,

DAVID CHOATE.\*

ESSEX, July 17, 1871.

## GLOUCESTER,

By comparing the returns of the assessors with the number of scholars registered in the summer term, between five and fifteen years of age, it will be seen that but very few of our children of school age are suffered to entirely neglect their school privileges. I am pleased to be able to record this fact ; but am at the same time sorry to see, upon examination of the school registers, that so many scholars, whose names I find in them, are so very inconstant in their attendance upon school,—a matter that may be attributed to their parents' want of interest in their education, or to the want of good home government.

Very few cases of persistent truancy have come to my notice during the year, and no severe measures have been taken with any one ; neither have I, in any instance, encouraged the truant officers in any

\* Recently deceased.



attempt to pursue such a course. Several persistent truants have been reformed, and are now punctual and diligent scholars. This has been effected, mainly, through the judicious and combined efforts of the truant officer and their teachers, without much aid from their parents, whose authority had long since been disregarded. The cases, I think, will be rare, where such efforts will not succeed in accomplishing the desired object; especially where parents co-operate with officers and teacher. When parents see what efforts truant officers and teachers are making to break up truant habits among the school children, and to secure their daily presence at school, I hope they will lend them their aid, and patiently bear what little annoyances such a course may sometimes occasion them.

The average attendance for the year of the average whole number belonging, was ninety and one-third per cent.

*Chairman of the School Board, and Acting Superintendent of the Public Schools.—*  
GEORGE GARLAND.

### GROVELAND.

In the past few years there seems to have been a falling off in attendance of those over fifteen years of age,—so much so that it is an exception to find a pupil in school who has arrived at that age. This is deplorable indeed, and should call attention at once of all concerned, lest this graduating at such an early age shall give us a class of men and women wholly unfit to give reality to the anticipations of those who have labored so arduously to elevate our institutions of learning to the present high standard.

We can readily understand the cause, and yet see no means of eradicating this great and growing evil. The new system in manufacturing shoes, brought about by the introduction of machinery, particularly that of sewing and stitching machines, has been the principal cause in depleting our schools of this most desirable class of pupils. The division of labor in shoe manufacturing is constantly giving light and simple work at remunerative prices to those who may desire it, even at the early age of twelve or fourteen years, and it is not uncommon for males of this class to receive two dollars, and females one dollar and fifty cents per day, while their fathers and mothers can seldom command much more.

This is the great inducement at the present day to leave the school, leave their studies, and, we fear, a claim to that intelligence which is so essential to make good and faithful citizens.

When children hear their fathers and mothers discussing their wants, it is natural that they should sympathize with them and alleviate them if possible; hence they seek the shop where the means can be

found. This is one of the noble attributes in man, springing up in youth, and should not be despised or discouraged, and yet fathers and mothers would do well to carefully consider their wants of to-day, and ask themselves whether it is best to encourage this early graduating and have those temporal wants comparatively supplied for the present, and thereby deprive children when older of what money cannot purchase, or to struggle on a little longer in anticipation of a bright and happy future, surrounded by children striving to elevate man to a higher state of integrity and civilization.

These are considerations worthy of note. To parents struggling to give their children a good education and a high moral character, we would give the highest commendation and a passport to the best society, whether clad in broadcloth and kid gloves, or homespun and leather mittens. There is no greater fallacy than taking children from school in consideration of money. We most sincerely hope this state of things is a transition, and its duration may be as short as it is sad.

*School Committee.*—JAMES L. WALES, JOHN C. PAINE, ZENAS C. WARDWELL, D. H. STICKNEY, ABEL STICKNEY.

### HAVERHILL.

The task of the Primary School teacher is in our judgment more difficult, and gathers around itself more discouragements, than that of any other teacher engaged in our Common School system. We must not, therefore, be surprised if some of these teachers yield to difficulties, become the listless movers of a mere machine, the music from which is not always melodious to those who listen, and furnish the coppers! There are not less than a thousand pupils in this city to-day connected with the Primary department of our schools. Within seven, or at most eight years, these little ones ought to be brought to the door of the High School, well qualified to run the race which there will open before them. How important that they be started correctly on this long and wearisome journey. How essential that their impressions at the outset be cheerful, that their ideas be true and noble, and that a love of school be planted deeply within them.

*School Committee.*—GEO. W. BOSWORTH, J. V. SMILEY, B. A. SAWYER.

### IPSWICH.

Statistics will show that the largest number of boys and girls in the large towns and cities complete their education at the Grammar Schools. Only a small proportion of pupils enter the High School, and a larger part of these fall off during the first or second year. The Grammar

School, therefore, should take high rank, and be able to give every scholar who enters it a practical business education. It should be a course of study adapted especially to those whose school days are to end with its instruction. The diploma of the school should be ready at the close for the faithful student. Besides this course of study, there should be another and different standard for those who intend to pursue an advance course in the High School. A good Grammar School education, complete in itself, is much to be preferred to a smattering of new studies, begun but not finished at the High School. The High School is, or should be, the college of the community. It is designed for the more mature scholars; for those whose time and means allow of a more extended education. The standard of its studies should not be low. It is the stepping-stone to the professional school, the university and active business life. Our sons and daughters should not be obliged to go out of town to get an education at an Academy, Public or Private School, which could be furnished at less cost at our own doors. Many scholars enter the High School too soon; not a few of those in its lower classes would be greatly benefited by remaining a year or two in the Grammar or District Schools. The High School would then not only have a more mature and better class of scholars, but the Grammar School would be improved to the same extent.

*School Committee.*—JOHN R. BAKER, WESLEY K. BELL, AARON COGSWELL, WM. H. PIERSON, CHAS. A. SAYWARD, FRED'K WILLCOMB.

### LAWRENCE.

The school committee, in compliance with the law, introduced last year what is called free-hand drawing, as one of the branches to be taught in all the Public Schools. The Primary and Middle Schools are taught to draw upon slates from copies upon cards. The Grammar and High Schools have drawing-books. The High School and the upper divisions in the Grammar Schools have completed the first book in Bartholomew's course, and are nearly through the second.

The school committee in this city, in forming an evening class in mechanical and industrial drawing, under the statute, were so fortunate as to obtain for its teacher, Mr. Benjamin W. Putnam, an experienced teacher in the Boston schools who has given much attention to instruction in drawing, and who is in constant communication with the state director.

A class was formed early in November of persons over fifteen years of age not connected with the Public Schools, which contains several prominent men and many intelligent and skilful mechanics and artisans. The class meets upon Tuesday and Thursday evenings, and works from 7 1-2 to 9 1-2 o'clock. It was limited by the committee

to seventy persons and has been full from the beginning. As a few were likely to be absent each evening, and as it was presumed that some would for various reasons be unable to continue long in the class, others have been permitted the privilege of taking the places of such as were so absent, and the attendance thus far has been from sixty to seventy at every lesson.

It would be difficult to find a more busy class, or a place where the same expenditure would promise greater benefit to the best portion of our people. It is expected that the class will continue through the winter, and persons interested are invited to visit this as they are all the other schools of the city.

*Military Drill.*—A class or company for military drill having been formed, composed mostly of members of the High School, and having obtained muskets and equipments from the State, requested the use of the High School hall as an armory, and the request was granted, provided the use of the hall for other purposes was not interfered with, and provided the company be made thoroughly a school organization and be put entirely under the control of the school committee. With this arrangement the company has had the use of the hall for military drill one evening in a week since July last.

This organization furnishes to its members healthy amusement and exercise, and so long as it is properly guarded from adverse influences, seems well adapted to the cultivation of manly bearing and character.

*Training School.*—The Training School has been in operation two years. Seventeen young ladies have spent one year in connection with this school, as required by the committee, and most of them are now teaching in the schools of the city. Whatever may be thought of the wisdom of employing so large a proportion of young teachers, there can be but one opinion as to the influence of this school in forming their character and increasing the value of their services. And so long as a considerable number of the graduates of the Lawrence High School desire to teach, this school offers advantages to them of great value, whether they are preparing to teach here or elsewhere. Yet this school should be regarded, not merely as a place of preparation to teach in the schools of this city, but as an addition to our school system which is required by the progress of the times.

*Secretary, and Superintendent of Schools.*—G. E. HOOD.

## LYNN.

Number of persons in the city, May 1, 1871, between five	
and fifteen years of age, . . . . .	6,414
Average number in the Public Schools, . . . . .	4,349
Average attendance, . . . . .	3,747

Estimating the number attending schools in other cities, and Private Schools in Lynn, at 400, we have 1,665 in violation of statute law, left to toil in our workshops, or waste their time in trifling pursuits.

These children in number are sufficient to fill the seats in the Whiting, the Shepard and the High Schools, with ninety-one left standing.

They are at work at home or elsewhere, for they roam not about our streets and fields, where the vigilance of the truant police would detect them. Still, even in view of such facts, the Commonwealth has forborne to enact a compulsory law to secure to each child the full benefit of the proffered boon. Our legislators surveyed the situation, and judging that, in very many cases, such a law would be oppressive to a man relying on his daily toil for support, made attendance during twelve weeks only, each year, compulsory, from the age of eight to fourteen, unless prevented by sickness or poverty.

The inconsistency of this law is manifest. The leading argument in favor of the establishment of Public Schools is the additional safety to property, to our civil and charitable institutions, and to the community. Poverty is, by the law, admitted as good and sufficient cause for the neglect of the provisions enacted chiefly in favor of the poor. Parents, other than the very poor, would secure for their children private instruction, and for them the compulsory statute is unnecessary; and it must have been designed for those parents who are indifferent, or unwilling to incur the expense. Ignorant themselves, some of them doubt the value of education; others prefer to receive the aid derived from the child's wages, rather than wait for a future which after all would benefit not themselves but the child when beyond their control.

The prevention of an evil so prevalent by means least liable to objection is a problem which is testing the skill of educators for solution.

The methods proposed are, first, a compulsory law to be rigidly enforced; secondly, a stronger appeal to the self-interest of the parents or children; thirdly, a combination of both of the foregoing methods.

The advocates of compulsion, with manifest reason, urge the application of the same inducements to the receiver as those presented to the bestower of the boon. If, on the ground of public benefit, and indirectly of increased security to private safety and property, compulsion is resorted to, as a means of extorting the school tax unwillingly paid, the same principle should rule in dealing with those who, by withholding their children from school may, to the extent of the delinquency, frustrate the object which the tax is paid to secure.

It is claimed that the plea of disability on account of poverty is, in most cases, made by persons who, by a compliance with the statute, would suffer but little inconvenience.

On the other side, it is forcibly urged that a man with a large family and small means can ill afford the expenditure. "If the State believes," says he, "that she has assumed her just proportion of the expense of rearing my family in a manner which will fit them to make due return to herself of a valuable consideration, and if she can offer no more, I am compelled to decline the contract. To send my children decently clad to school, to feed and shelter them for six years, would not only prevent me from depositing my two dollars a month in the savings bank, but compel me to fail in payment of my rent at quarter-day, to say nothing of the grocer's and the doctor's bills." The argument could be extended, but it is sufficient to place us in communication with his train of thought.

If the State believes her own salvation depends on the rescue of these children from ignorance and its hideous train of crime and misery, she would do well to bid a little more to secure the object and then insert a compulsory clause in the contract. But if the State believes that the education of three-fourths of her children will give her a force sufficient to cope with the rest and pay the amount of taxes required to support a strong police, judges, jailers and keepers of almshouses, irrespective of other considerations, she need not increase the offered inducement.

But the State has enacted her statutes with the purpose of embracing all her children in her arms of beneficence; and although under existing circumstances one-fourth of her children fail to enjoy the benefaction, the events of the last decade reveal their garnered energies. She is not, must not be satisfied with partial success.

In the boundless freedom of our institutions in certain directions, admission to the teacher's profession is extended to all who can pass a very limited examination satisfactory to the school committee; and a certificate of qualification granted by one school board is, as it should be, disregarded as a general indorsement by the statutes of the Commonwealth and the usual practice of other committees, and a personal examination of every applicant required. The practice stimulates the teacher to supply the deficiencies\* revealed in his frequent performances, and thus, after a few years' experience, he will begin to appreciate the magnitude and importance of the duties of an educator.

In Germany, no one is permitted to teach the Public Schools without the certificate of preparation of the grade styled "Excellent," which is granted after a successful examination of three days in the following studies:—

Written exercises in the German, French, English and Latin language; two questions in arithmetic and two in geometry; a treatise on natural philosophy and chemistry, followed by oral exercises in

the foregoing ; oral examinations are also made in German literature ; translations of Cæsar, Sallust, Livy and Virgil ; and conversations are held in the foregoing languages.

In the higher mathematics, is required a thorough knowledge of algebra, conic sections, plane trigonometry, statics, mechanics, stereometry and logarithms.

To make the required attainment, the students, in a course extending from three to five years, by the regulations, devote from forty to fifty-two hours each week to study, though a majority exceed the requirement.

For the practical application of the principles of teaching, a school of one hundred pupils, in a session of eight hours each day, is connected with the teacher's seminary.

At the close of the three days' examination, a summary of the results is made, and the students are assigned to three classes, styled "Excellent, Good and Passable." Those of the first class alone receive diplomas, and are employed as teachers. Each member of the second class is placed under an experienced teacher, to serve an apprenticeship as assistant during two years ; if after another examination he enter the class "Excellent," he receives a diploma, which entitles him to employment as teacher in any Public School without further question.

The consequence of a second failure at the examination is a return to another two years' probation ; and it is a common occurrence for a candidate to be examined four or five times before obtaining a certificate.

The German teacher, thus prepared by profound study, by the application of theories to practice, under the inspection and superintendence of the best minds of the nation, stands in his school-room as the embodiment of human wisdom. Profoundly versed in the principles of teaching and in the approved methods of reducing them to practice, with a power of sagacious discrimination that brings him into communion with his pupils,—not as a file of soldiers learning to march and wheel,—but with their individual characters, deficiencies and capacities, he delivers his instructions to the class, knowing well how many and who will comprehend them, and who will fail to appropriate the whole ; and for such he furnishes such illustration, as, knowing them, he knows they require. Thus reducing various applications of a science to a few principles, he leads the unskilled from the mazes of the forest, by retracing his running line to the point of departure.

At no time of the pupil's school is this method abandoned. Constant review under the new light from recent progress thrown on the past, not alone recalls the truths first learned, and at the time portrayed, perhaps in outline rather faint and since grown fainter still,

but gives strength and distinctness to the original, and a fresher, brighter tint to the coloring. To do this well, it is not sufficient for the teacher to have traversed this ground twice or twenty times with the measured step of military precision. He never reviews under the circumstances of former examination of the same ground.

The majority of the class by exercise have acquired a firmness of tread and a keener vision to guide them on, while a few, from deficient memory or imagination, see more obscurely the intricacies of the way.

The teacher therefore pauses at every stage of progress, and surveys with care the situation; detects the liability to error that would beset minds of various peculiarities, and having well measured and classified the capacities of his pupils, uses appropriate means to bring in and put in line the laggards and stragglers.

Such a recitation is not made by him alone who answers in the class, but by those who hear as well; and they whose voices are silent, receive even better instruction than the reciter, for their faculties are unclouded by a fear of failure. Such a recitation finished is a joy and triumph to the teacher and the taught, and is placed on the string of memory's pearls. But the power thus to conduct a recitation, comes not from nature nor from art, but from a careful culture of a noble nature by consummate art. Though the teacher, as the poet, is said to be born, not made, yet it is rather true that the teacher and the poet are produced both by birth and culture.

#### SCHOOL FOR TRUANTS.

##### AN ACT CONCERNING JUVENILE OFFENDERS IN THE CITY OF LYNN.

*Be it enacted, &c., as follows :*

SECT. 1. The city council of the city of Lynn is hereby authorized to erect a building in said city for the reception, reformation, instruction and employment of such juvenile offenders as are hereinafter named, or to use for these purposes any house or building belonging to said city that the city council may appropriate to these uses.

SECT. 2. The government of said house of reception, reformation, instruction and employment, shall be vested in a board of three directors, who shall be chosen annually by the board of mayor and aldermen of said city of Lynn. Said directors shall have power, at their discretion, to receive into said house all such children under sixteen years of age, resident at or belonging to said city, who shall be convicted of any criminal offence, and who may, in the judgment of any justice of the superior court, or judge of the probate court, be proper subjects therefor; and upon such conviction of any child under sixteen years of age, who, in the judgment of the court in which the conviction is had, is a proper subject for said house of reception, reformation, instruction and employment, the court, before declaring the sentence of the law, shall cause notice to be given to said directors, and in case said directors shall assent thereto, the said court may sentence the child convicted as aforesaid to be committed to said house for and during minority, or for any less term.



SECT. 3. Any justice of either of said courts, or of the police court of Lynn, respectively, on the application of the mayor or any alderman of the city of Lynn, or any of said directors, shall have power to sentence and commit to said house all children under sixteen years of age, resident in or belonging to said city, convicted of offences under chapter two hundred and seven of the acts of the year eighteen hundred and sixty-two.

SECT. 4. Said directors may receive the persons sentenced and committed as aforesaid into said institution, and they shall have power to place the persons so committed at such employments, and cause them to be instructed in such branches of useful knowledge, as shall be suited to their age and capacity.

SECT. 5. Said directors shall have authority to discharge any such child convicted as aforesaid before the expiration of his or her sentence, if in their opinion it is for the benefit of said child so to do.

SECT. 6. Said directors shall have authority to bind out for the term of sentence, as apprentices, all persons committed to said house, and the said directors, master and mistress, and apprentice, shall respectively have the rights and privileges, and be subject to the duties set forth in chapter one hundred and eleven of the General Statutes, in the same manner as if said binding were made by overseers of the poor.

SECT. 7. All children committed to said house of reception by the probate court shall be subject to the provisions of chapter three hundred and fifty-nine of the acts of the year eighteen hundred and seventy.—[Approved April 14, 1871.

In other cities of the Commonwealth, such schools are either established or are in contemplation.

In the city of Worcester a Truant School has been in operation for several years, and the report of the superintendent represents it to have been highly promotive of the interests of education, and exhibiting results most encouraging. The average number of pupils in that school is thirteen, and the average expense of board, supervision and instruction amounts to one hundred and seventy dollars for each pupil.

Such expenditure is to be highly regarded, not only in the rescue of the children thus confined, from a life of crime, but in its relations to the pupils of all the other schools. It is the substitute for corporal punishment, in pursuance of the laws as applied to adults guilty of offences of a similar character. It is a preventive of general disorder among the thoughtless and malicious children, whose presence and evil example have therefore greatly impeded the objects of our Common-School system. We hope before another year has passed, to see such an institution, in some form, in operation in our midst.

*Mechanical or Industrial Drawing School.*—In every industrial pursuit one has occasion to describe to himself or others the outlines of form or the relations of parts of objects; but he can neither obtain a clear conception for his own satisfaction, nor by language alone convey to others aught but a vague and general idea of his object, without some recourse to visual representation.

Many a mechanic, unskilled in the art of drawing, works out his idea in a model or two, or more, and consumes a day or two, and a dollar or two for materials to test the value of his idea.

The draughtsman of cultivated eye and hand, in the first place sees clearly his object, and with a few rapid and skilful lines, verifies his conclusions to himself and others. Mr. Agassiz owes his success in a popular assemblage, not so much to the announcement of the existence of certain relations, such as the comparative anatomy of the skeletons of men and fishes, as to the inestimable skill with which his ideas escape his lips in words, and his fingers' tips in types drawn on the blackboard.

It is often found true that a builder is unable to work from a drawing; the representation of the form of a solid, or a plane surface, to him speaks no language, or tells an untruth, while to his trained associate, the prophetic fabric is clearly revealed, and inspires brain, eye and obedient hand.

To aid the artisan in acquiring the skill adequate to success in his calling, the state legislature, in the year 1870, enacted a law compulsory in its bearing on certain municipalities.

In accordance with the provisions of the Act, the school committee, of this city, by permission of the city authorities, furnished and arranged the hall in the west end of the Mansard story of the city hall, secured the services of Mr. Benjamin Putnam, of Jamaica Plain, as teacher, on Monday and Wednesday evenings during the winter, and gave public notice of the time of commencement.

On Monday, December 4, the school assembled for organization, and adjourned to the following Wednesday. On this evening the number of signatures was seventy-eight, comprising young men engaged in the following pursuits:

Carpenters, 25; masons, 6; students, 6; book-keepers, 5; printers, 5; machinists, 7; teachers, 1; other employments were represented by delegations of one to four each.

The room is completely furnished with tables, drawing-boards, blackboard and its accompaniments, and lighted by four chandeliers. The students have entered on their work with enthusiasm, and cheerfully devote not only the two hours of each lesson, but many begin their labors a half hour in advance of the time appointed. Under the skilful instruction of Mr. Putnam, the diligent application of the members of the school is securing the best results, and deserves our highest approval and confidence.

*Drawing in the Public Schools.*—Early in the present year, the school committee introduced into the schools the study and practice of drawing. They selected the system of Professor Bail, consisting of twenty wall charts of diagrams, accompanied by a descriptive manual. Fine

Manilla drawing paper has been provided for the pupils by the committee.

Two half-hour lessons each week only, can be devoted to this exercise, consistently with the pressing claims of other school exercises.

Under the guidance of teachers skilled in the art, several of the schools have made commendable progress.

To enable the teachers to acquire or to review the elementary methods of teaching this branch, and to secure the latest improvements introduced by the director of art education appointed by the State, they have been invited to assemble for practice one afternoon each week, under the guidance of Mr. Putnam, the teacher of mechanical drawing.

They have accepted with general alacrity the privileges offered, and appreciate the benefits to themselves and their pupils, that must result from their recent familiarity with and practice of the art they engage to teach.

*Chairman.*—JACOB BATCHELDER.

### LYNNFIELD.

Never was parental influence more needed by the teacher than now. Children come home with complaints that the teacher has unjustly punished them or given them too long a lesson. Now just as soon as the parent sees there is difficulty between the teacher and his children, he ought to at once look into the matter; for it is very indiscreet to decide on the testimony of an angry child, that the teacher is wrong, and thus encourage the child in his insubordination. The teacher in all probability is right, and needs your support. Go kindly, then, and see the teacher; for, in nine cases in ten, if not ninety-nine in a hundred, the teacher is right. Depend upon it, that well-behaved children are never abused. Go, then, and examine into the matter, and you will find that your child has done wrong and needed correction. It is miserably mean to go about the neighborhood and say the teacher is "partial," or "has no judgement," or "hates your child above ground," or "my child is not the worst in school," or that "somebody deserved punishment more." Why not squarely put the question, Is my child wrong? If, upon inquiry of the teacher, you find the child was, then stand by the teacher and sustain her to the end. The good of the school and the good of the community require it. Should the teacher be in the wrong, go to her kindly and tell her so, and she will be happy to correct any mistake she may have made. Therefore stand by the teacher and sustain her.

*School Committee.*—JACOB HOOD, ALBERT MANSFIELD, EMILY P. CONEY.

## MANCHESTER.

In a place where all co-operate to render the teacher's position honorable and pleasant, it is easier to induce persons of worth to engage in teaching, than in one where fault-finders and grumblers seem determined to complain, or cause trouble by magnifying any faults, or underrating merits; or even imagining evils which nothing but prejudice or ill-will can make obvious to the sharpest vision. This is not the surest or best way to secure faithful instructors or good schools, any more than by fulsome or partial flattery. A medium course is doubtless the wisest and best.

The business of educating the young is not in all respects an enviable one for teachers or committees, there are so many different ideas of how the work should be done; such wise and charitable opinions are loudly and unqualifiedly expressed by those who, in many instances, have not entered the school-room during the year, that it only seems wonderful how ignorant or blind those having the school in charge are, but it is remarkable how much better informed others are.

*School Committee.*—G. A. PRIEST, *Chairman*; T. W. SLADE, *Secretary*.

## METHUEN.

We have schools that are seriously defective in this matter,—enough reciting of words, but a masterly lack of thinking. If the teaching were done exactly in the way it is not done it would be more nearly right. The memory is the faculty to be chiefly exercised; words and rules with little apprehension of thoughts and things; very little really learned.

Children do not at first like thorough work. They would rather skim than dig. They make childish complaints when a good teacher is bringing them to faithful work; to hard thinking. The parents wish them hurried forward. They consider that teacher the most competent who lets their children go fastest over the pages of text-books, and who does the most of their children's work for them. The result is, scholars do not really learn much. They do not plough the ground. They walk over it merely, and that half-carried by the teacher. They are not taught to think, to understand, to work with the mind. Their schooling is nearly thrown away, and they leave their books with only a smattering of knowledge, and minds wholly undisciplined.

*School Committee.*—THOMAS G. GRASSIE, JOSEPH S. HOWE, CHARLES E. GOSS.

## PEABODY.

There is no complaint which the committee oftener hears from citizens than this: that we do not make the studies of the High School

“practical”—that they do not fit a boy or a girl to do anything after they go out. We suppose that in the sense in which this word “practical” is used, the only answer we can make is that we do not pretend to give a “practical” education in the High School. It is not a professional school. The object of High School instruction is not to fit young people for any particular business, but rather to lay the foundation of a good education, to store the mind with useful information, and above all to develop the power of careful consecutive thought and accurate observation; in other words to prepare the young to enter professional and other schools to learn a business or trade and practise it with the largest success. High School instruction lies at the centre of a circle, the circumference of which on every side is occupied by the schools for the trades, callings, professions and employments of life. The High School stands not at the entrance to professions, but at the entrance to the schools of professions.

There is probably no better evidence of the real success of the work of our High School, than is seen in the substantial intellectual growth of the pupils during their course there. Indeed, it is sometimes marvellous, even to those who watch it most closely and observe its progress from week to week, and are therefore most familiar with it. We do not see how any one,—remembering, for instance, the last graduating class as it was when it entered the school,—remembering the amount of its scholarship and its power of thought and comprehension, and it was quite up to the average of that grade of pupils, and then seeing it at the end of the course,—observing its thorough, accurate and extensive acquirements in several important branches of useful knowledge,—above all witnessing the fruits of intellectual cultivation and the signs of its wonderful mental growth, as shown in the graduating orations and essays can thereafter doubt the inestimable benefit and importance of the three years’ work in the High School.

*Truancy.*—The many cases of truancy which have occurred during the last year make it a subject of serious consideration, which will require some more effectual plan for its suppression than has heretofore been adopted. We have established by-laws and adopted regulations in regard to it, but these have been of little practical utility in preventing it. It has, in fact, rather increased; and for the last year there has been more trouble from this evil than any previous year. The nature of our population is such that the number of children growing up without the right kind of home influence is constantly increasing, and, unless some better plan can be adopted than the one now practised, but little can be done to effectually stop this habit so injurious to the schools and ruinous to those who are its subjects.

Habitual truants can, according to our by-laws, be sent to the almshouse. But, independent of a legal difficulty, no suitable provision

has been made for this class of offenders. The provision, therefore, is of no practical utility. If complained of before the judge of the probate court, with no other charge than that of habitual truancy, they are seldom if ever sentenced; and even where an additional charge is made, the efforts of the state agent to prevent a sentence to the Reform School are usually successful. It is quite doubtful whether truancy can be suppressed until a county institution has been established, on a plan similar to the Plummer School in Salem, to which habitual truants can be sentenced by the proper authority.

*School Committee.*—AMOS MERRILL, FITCH POOLE, A. B. HERVEY, CHAS. V. HANSON, GEORGE S. OSBORNE, GEORGE N. ANTHONY.

## ROCKPORT.

The question of the point at which the standard of admission to the High School should be fixed, is one that has been much discussed by the friends of education throughout the State. We have followed, thus far, the general principle of keeping the school nearly filled, and thus securing its advantages for the largest possible number,—our aim being not to make the best possible school, but to make the school most useful to the children of the town. The High School has been set in its rightful place, as a popular institution, standing at the head of the Public-School system, interlinked completely with the Grammar Schools, as a constituent part of a progressive organization, and bound in duty to furnish such an education as will be for “the greatest good of the greatest number” in reference to the demands of citizenship and practical life. While we believe that the standard of admission to the High School should be raised (and this our present system of gradation is gradually doing), we cannot rightfully debar from profitable study the great mass, in order to make that school a select but small collection of only our best scholars.

*School Committee.*—N. S. F. YORK, CALVIN W. POOL, FRANK H. KNOWLTON.

## SALEM.

CITY OF SALEM, IN SCHOOL COMMITTEE, January 15, 1872.

In making this third annual report of the doings of the Naumkeag School, we have no new or peculiarly striking results to communicate. The school has gone on under the same guidance and upon the same plan as heretofore, and with like good results.

This school is peculiarly affected by the vicissitudes of business, the major portion of pupils being actually employed in manufacturing. Owing to this cause there has been during the past year a somewhat greater variation in the numbers of scholars. The whole number sent

from the mill during the year has been 210, an increase over the last year. Of these, 123 were boys and 87 girls. In addition to this there have been 51 boys and 32 girls, 83 in all, attending at different times, who were not employed in the factory, making 293 members of the school during the year.

The largest number of operatives attending each half-day has been 37, the smallest 19, while the largest attendance of scholars from within and without the mill has been 74, and the smallest 25.

The average attendance, each half-day, of mill operatives, has been, boys 18, girls 15, in all 33, while the average attendance of all has been 47. It should be explained that the attendance of those pupils who do not belong to the mill has been all day, while the children of the mill only attend alternate half-days.

We have thus furnished instruction to 210 children of the mill, and to 83 children from other sources who were not connected with other schools. In addition to this, twenty and probably more, have been turned away from want of room. The attendance of the mill children has been substantially regular in accordance with the rules; that of the others varying more in length of time, from two or three weeks in some cases to months in others. The evident demand and desire among a large number for the instruction of a school of this character has induced us to make the utmost endeavor to accommodate, and it is believed that the 83 members of the school not connected with the mill are nearly, if not quite all, of a class who are not and would not be attendants upon any of the graded schools, and the same may be said substantially of the twenty or more who have been turned away for want of room, and inquiry shows that, with few exceptions, these are all residents of the 5th ward. We have been at some pains to get these facts in order to an approximate estimate of the reserved force, so to speak, of children of suitable age to attend school, who now keep back from the ordinary Public Schools,—giving as the result about one hundred pupils in that ward alone not employed in the mills, who ought to be brought under the influence of our Public-School system, and who can be reached and brought in if the proper appliances are used. Time and space do not allow us to enlarge upon this at present, and this board are fully awake to this subject.

Of the results of the teaching, the discipline and general character of the school it is sufficient to say that the promise of the two former years has been fulfilled.

Of the earnest, faithful and judicious work of the teacher it is not necessary to speak here. Words of blame there are none—words of praise are in the mouths of all.

*Committee of Naumkeag School.*—GEORGE F. CHOATE, SOLOMON LINCOLN, JR.

*Report of Standing Committee on Music.*—The committee on vocal music take pleasure in reporting the complete success of the efforts made to place music among the studies that are daily pursued in the Public Schools of Salem. The marked favor with which its introduction is now regarded is in the highest degree gratifying. If doubts existed at first in the minds of any persons, concerning the wisdom and expediency of appropriating the public money and the time of the schools to the systematic study of the theory and practice of music, those doubts have disappeared, and now music is evidently regarded as belonging to the course of school-work just as rightfully as arithmetic and grammar.

It may be well to note, as a matter of history, the main facts relating to the introduction of music into the Public Schools of Salem. At a meeting of the school committee, held March 16, 1868, the subject of vocal music was presented and was assigned for consideration to a special committee. At the next meeting of the school board, the special committee reported in favor of introducing the proposed study into the schools, and offered an order making an appropriation of five hundred dollars towards the object in view, which order was adopted. The special committee were authorized to procure a suitable teacher and to make all necessary arrangements. The services of Mr. Luther W. Mason, Superintendent of Music in the Boston Schools, were obtained for a short time. Several valuable lessons were given by him to the teachers of the Grammar and Primary Schools, with the aid of classes of children, illustrating his mode of commencing the study of music.

The committee were so fortunate as to secure the services of Mr. W. S. Tilden as the regular teacher of music. He began his labors in the Salem schools in September, 1868. On the 30th of December following, an informal exhibition of the methods and results of his instructions was given at Normal Hall, with the aid of two hundred and fifty children selected from the several Grammar Schools. The results were highly satisfactory,—so much so that at a special meeting of the school board, held Jan. 6, 1869, an appropriation of twelve hundred dollars was promptly made, in order to employ Mr. Tilden for the current year.

The first public exhibition of the musical attainments of the Salem Grammar Schools was given at Mechanic Hall, on Wednesday, July 21, 1869, when four hundred boys and girls sang with a precision, expression and power that surprised and delighted the crowded assembly.

The second public exhibition was given at Mechanic Hall, June 14, 1871. Music of a high character, consisting of chorals, part-songs, choruses and semi-choruses, was admirably performed by five hun-



dred children, taken from all the Grammar Schools of the city. The entire performance elicited the warmest praise from music teachers of Boston and vicinity, as well as from the best judges of music at home. Among the noteworthy characteristics of the singing were the distinctness with which the words were uttered, the accuracy of the time observed, the appropriateness of the expression given, and the spirit and vigor which marked each rendering.

The progress of music in our schools is steady and rapid. The plan of work includes vastly more than the singing of tunes by note. It aims to make independent, intelligent singers. It lays a broad foundation on which to build a noble structure. From the lowest class in the Primary School to the highest in the High School, a system of thorough instruction is pursued, the great advantages of which become more and more evident as the children who began at the beginning advance in the schools.

The value of this work, in its intellectual, moral, æsthetic and social relations, can hardly be overestimated. A study which to a remarkable extent cultivates nearly every faculty of the mind, excites the higher emotions of the soul, and brings its best fruits to the domestic circle and the house of God, may justly claim a lofty place in the regards of all friends of education.

*Standing Committee on Music.*—D. B. HAGAR, S. LINCOLN, JR., JAMES A. GILLIS.

CITY OF SALEM, IN SCHOOL COMMITTEE, JANUARY 15, 1872.

*Report on Free Drawing School.*—The special committee on Free Drawing School would respectfully report :

1. That in accordance with the request of the school committee, the city council appropriated the sum of \$1,000 for the support of the Drawing School, with the proviso, however, that the school should be kept in one of the vacant school-rooms or in Lincoln Hall, which proviso was subsequently enlarged so as to include Normal Hall.

2. That on Monday evening, January 8, a meeting was held at Normal Hall to make arrangements for the opening of the school, at which time one hundred and thirty persons made application for admission. On Wednesday evening, January 10, Prof. Schubert, an accomplished German artist, and Professor of Drawing in the Massachusetts Institute of Technology, commenced his labors as instructor of the school.

3. That in consequence of the large number of applicants for admission to the school, it became absolutely necessary to divide the school into two classes, one class to receive lessons on Monday and Wednesday evenings, the other on Tuesday and Friday evenings ; and also to procure the services of an assistant teacher.

4. That the whole number of applicants, to this day, is 245, of whom 222 have been admitted,—37 ladies and 185 men. From the lack of room to accommodate them, 23 members of the Public Schools were not accepted. The members of the school, as far as is reported, are by occupation, as follows: carpenters, 41, teachers, 21; clerks and machinists, each 19; painters, 7; curriers, 6; upholsterers, 5; blacksmiths, book-keepers and stair-builders, each 4; cabinet-makers, car-builders, masons, morocco-dressers and wood-workers, each 3; engravers, gas-fitters, jig-sawyers, joiners, organ-builders, printers, shoe-makers, spinners, stone-cutters and turners, each 2; blind-maker, carder, coppersmith, carpet-dealer, dress-maker, expressman, farmer, glazier, hide and leather dealer, laborer, lumber-dealer, letter-carrier, office-boy, oil-refiner, paste-shopman, pattern-maker, scroll-sawer, seaman, spring-bed-maker, stiffening-business man, taxidermist, and treasurer, each 1.

*Committee on Free Drawing School.*—D. B. HAGAR, GEO. F. CHOATE, GEO. A. PERKINS.

*Truancy.*—The city government of the past year have passed a truant ordinance from which we may hope much for the schools, according as it shall be systematically and carefully administered. If it merely appoints one or more policemen to prosecute offences before the courts, it will, perhaps, clear the schools of some most undesirable members, and for a time prevent a class of small offences; but it should do far more than this. Its chief value has been always found in preventing this offence; in supplementing the defects of home authority; in exercising a supervision over the unruly elements of the schools in the persons of their truants; in distinguishing, by recorded names derived from the teachers, those boys who are vagabonds by permission or a simulated employment, from those who are due to the school; in an identification of old offenders, and an intimate knowledge of their haunts; in a free communication with parents and a knowledge of their desires and efforts in regard to the schools; and in a persistent following up, time after time, of those who have a taste for habits of Bohemianism.

There should be full records kept of names, ages, residences and offences in this particular, and these should be often reviewed, that a fresh knowledge of all offenders may rest in the recollections of the officers. Their treatment, too, should be of a parental and persuasive as well as of a judicial character. Not every pretty advanced truant is beyond the reclamation of motives well urged. The great amount of my time spent upon this class convinces me that, as small inducements turn one away from school, so suitable ones often reform in part, or wholly, those not passed beyond the incorrigible line. If,

moreover, the cases judged suitable for earnest prosecution be firmly dealt with, so as to elicit the dread of something inevitably real, much will be added to the real protective value of the ordinance.

*Superintendent of Public Schools.*—JONA. KIMBALL.

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## HAMPDEN COUNTY.

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### CHICOPEE.

In response to a growing feeling in favor of art education, a meeting was called by us in January of all those desiring to take lessons in mechanical drawing. A large number were present, and a good degree of interest was manifested. Subsequent meetings were held, resulting in the organization of a class of over thirty members, who, at their own expense, secured a teacher, as well as material and instruments, and are now in the midst of a course of twelve lessons, in the reading-room of the town hall building, the use of which was very generously granted by the selectmen. In view of the success of this class, and of the growing demand for a school of this kind, we ask the town to place in the hands of the school committee a sum not exceeding three hundred dollars, to meet this demand.

*School Committee.*—H. HITCHCOCK, CHARLES SHERMAN, JOHN HERRICK, JOHN E. DAVENPORT, B. B. BELCHER, J. F. HURLEY.

### HOLYOKE.

It is too late at the present day to discuss the utility of musical culture or its relations to a completed education. Its worth and place in a system of education is universally admitted. It is conceded to be a help rather than a hindrance to other studies,—a valuable aid, where rightly employed, to the teacher in maintaining the discipline of the school. It cultivates the æsthetic nature of the child, fosters mental discipline, promotes morals and health.

Proper positions of the body are encouraged. "The vocal organs are developed and strengthened by use. Singing quickens the circulation, arouses the bodily activities, expands the lungs, promoting a habit of free and lengthened respiration and imparts increased vigor to the whole system." Flexibility, purity and sweetness of voice, proper management of the breath; good articulation, good quality of utterance,—both of the vowels and consonants,—an intelligent, delicate

expression, these essentials to a good elocution are more successfully taught in this way than any other. Experiment has shown that all can sing. It is asserted on good authority "that out of many hundreds of children taken from the most degraded condition of life in the school for the poor at Hofwyl, Switzerland, the instructor has never met but two whom he could not teach to sing" and "that a teacher of music in this country who has instructed more than four thousand pupils had never yet found one whom he was unable to teach." All, unless idiots or demented, modulate their voice in conversation as the result of imitation and practice. Now the ear and the tongue that give these powers can also be trained so that they shall distinguish and give utterance to musical tones. All can sing, some not as well as others, but there is no more inequality in gift here than in speaking, or any of the faculties that lift us above the brute. With these convictions and the knowledge, that almost without exception those who, at the age of twenty-five or thirty find themselves unable to sing, deeply deplore it, I have welcomed your efforts to introduce music into Public Schools. I trust it may seem best to you to extend the course until it shall embrace all the schools of every grade.

If then it is right, is it best that all should be compelled to study music?

There is no principle more clearly defined than that the Public Schools must be for the class and not for the individual; for the mass and not the unit. There are doubtless in all departments a few, more or less, that are not best subserved in some one or more of the branches taught, but it is deemed best to maintain schools and employ teachers, not for those thus isolated, but for the majorities. The same rule must apply here. Indeed, a parent might as well object to instruction and text-books in reading or spelling, under the plea that their children can never become experts.

It is not proposed to teach music as an ornamental branch, but as a fundamental need. The voice as the medium of thought is one of the choicest gifts to man. Its perfection should be sought, and no means be neglected for its culture, and it is universally conceded that vocal music has a special and most happy influence and worth as an aid to this end.

*Superintendent.*—J. L. A. FISH.

### LONGMEADOW.

To one untaught in this art it may seem impracticable to teach drawing in our Common Schools. But abundant evidence was given to the legislature to prove both its practicability and utility. Though an experiment in this country to introduce this study, yet it has long

ago ceased to be so in some other countries. In Europe, where the best systems of education prevail, this branch has long been taught in all their schools, from the Primary up to the University. The consequence is that we are obliged to depend on foreigners for various skilled artisans that should be furnished from our own people. In Prussia, no teacher is permitted to give instruction who has not had the advantage of instruction in drawing. Great attention is given to it in their normal course. It will not indeed be practicable to introduce this study immediately into all our schools. But a beginning can be made. We recommend that attention be given to this subject as soon as practicable. Meantime, teachers will see that it becomes them to qualify themselves to give instruction in the elements of drawing. We are assured that it is comparatively easy to secure the needed qualifications, under a competent teacher. A portion of the time now given to penmanship may profitably be devoted to drawing. The same practice which gives skill in drawing will also give skill in writing.

The study of this branch will afford our youth a much needed cultivation of the taste which has heretofore been supposed to be necessarily confined to a more extended course of study. It will lead to that love for the beautiful in nature which both develops and refines the intellectual and moral powers. Every educated person will see at once the great value of this branch of learning, and since this latter point has been demonstrated by experience, we gladly welcome this legislation, and hope soon to see practical good results flowing from it.

*For the Committee.*—JOHN W. HARDING, ALBERT I. DUTTON.

### LUDLOW.

The course pursued by the town, in the division of their school money under the district system, is in our opinion unjust. It does not give to each child an equal chance at school, while the law of our State makes it the duty of every town in the State, to keep a school six months in the year in each school district, thereby showing that the design and intent of the law is to give to each child an equal privilege in our Public Schools. The better way is not to divide the money at all among the districts, but pay the wages of the teacher, and other expenses of the school, out of the common fund.

*School Committee.*—ADIN WHITNEY, JAMES O. KENDALL, C. L. BUELL.

## MONSON.

The past year has given additional evidence to the truthfulness of the maxim that the best teachers are the most economical, at any price. More of actual good, twice over,—if we say three times it would not be too strong,—has been accomplished in some schools by thoroughly capable, experienced teachers, than in others by teachers of whom no complaint is made. We hail the day when the number of our schools shall be so diminished, and the interest in them shall be so increased, that the committee will be compelled to employ in all the schools only the best teachers, and those who have the qualifications, natural and acquired, to make the best.

*School Committee.*—C. B. SUMNER, A. A. WARRINER, LEE BLANCHARD, A. H. WHITE, A. D. NORCROSS, J. L. BRADWAY, J. M. A. SQUIER, T. D. THAYER, W. J. POMFRET, J. B. FOSTER, J. H. CARPENTER, OWEN GRAVES.

## SPRINGFIELD.

The High School is doing its work,—it sends each year a few young men to college, and the ease with which they gain admission, and their standing in their classes, show how thorough has been their preparation. It sends out also a larger number of persons with a good English education, persons well fitted to enter upon the work of practical life. They will have much to learn in that practical life, but they go out prepared to learn it. Many of these, especially the young women, desire to teach, and to prepare them for that important and definite work, the Training School was established three years ago.

It has no local or official connection with the High School, though its natural relationship is apparent. It is intended to be to those persons wishing to teach, what the Law School and the Medical School are to those who wish to enter the professions of law and of medicine,—a professional school. It does not follow that because a person can read, he can therefore teach reading, or because he understands arithmetic he can therefore teach arithmetic and especially give a child his first lessons in numbers, or because he does not himself “murder the king’s English,” he can successfully lead his pupils in the study of language. It is designed to teach the graduates of the High School how to teach if they wish to learn; to furnish them here, and pay them for obtaining it, the training which teachers are glad to secure at Normal Schools and bear their own expenses; to give in a short time and under favorable circumstances the results of others’ experience,—an experience slowly acquired, oftentimes to the disgust of the teacher and the loss of the pupil. For if there be any one who has taught several years and does not feel that in those years he has greatly improved, that his

earlier teaching was to some extent a failure, he has mistaken his calling and all his teaching is a failure.

To make this school what it should be we want the means of giving instruction to others than those who teach regularly in the different rooms of the building. That was the original design, but from the want of suitable accommodations it has not been done at all till this present term and now only to a limited extent. The consequence is that these young persons have been obliged to begin to teach some subjects before they have had instruction in the art of teaching them, and while they are learning how to teach the child to read, for example, they are teaching numbers wrong, or learning how to teach something else, they are teaching something else wrong. We want, therefore, a suitable room for such a class, formed of young ladies willing to receive the instruction and ready to make the application of it to classes in the building as often as is needful. We should thus have a supply of teachers ready, whenever a vacancy occurs in any of the rooms, to take the place and fill it acceptably. We could also make selections, giving the earnest workers places first, as we cannot when we have only the number required.

There are two Evening Schools this winter, as there have been for the last two years. The one in town in charge of Mr. Dwight Clark, numbers about one hundred pupils. Many of them are French; some able to speak hardly a word of English, yet eager to learn. Mr. Clark gives a more favorable report of the studious habits and the general deportment of the school than he has sometimes been able to give. It is open five nights a week. The school at Indian Orchard is in charge of Mr. E. J. Avery, numbers about eighty pupils, and is open three evenings a week. The expenses for this school will be greater than heretofore, as we are obliged to send a teacher out from town, but it is of great advantage to the operatives in the mills, of whom it is largely composed. It is but little we can do for them; let us do that little cheerfully.

The Half-time School at the Orchard was suspended during the summer term, but was opened again in September. It numbers about thirty pupils, who are in school three hours each afternoon for five days in the week. The progress of many of them is very rapid, and the amount learned will be of great value to them. If the population of the village was sufficient to furnish another school of equal size for a forenoon session, it would leave nothing more to be desired for such a school.

The school for "industrial or mechanical drawing," required by the laws of the State, had been established but a fortnight at the time of writing the last report, and therefore could receive but a meagre notice. It commenced in December and continued fifteen weeks

but as the room was small, and the number attending threefold what had been expected, only one lesson a week could be given to each division. The number attending was 104, classified by age, as follows:—under twenty years of age, 37; between twenty and thirty, 37; between thirty and forty, 20; and over forty, 10. Classified by occupation, as follows:—carpenters, 26; machinists, 25; from the Public Schools, and others without trades, 20; and a small number from each of several other trades.

In the instruction, much use is made of the blackboard and of models. The school was an experiment, and, I think, a successful one. This appears not only from what was accomplished last year, but by the numbers attending this year and the eagerness with which the work is undertaken.

The school is so arranged that an advanced class has two lessons a week, and as vacancies occur in it, promotions are made, and others wishing to join the school are once a month admitted to the lower classes. I am happy to state that a few of the teachers of the Public Schools attend. This school is no longer an experiment; the wisdom of those who provided for it is manifest, the appreciation of its benefits by those who enjoy them is outspoken, and the remark is added, "We wish it had been done before we were so old."

Some teachers understand more fully than others the advantage, both in the discipline of the school and in the instruction of the class, that a thorough preparation upon the lessons for the day gives to a teacher. The teacher who in addition to his general knowledge of the subject under consideration has so studied the particular subjects of the day's lessons that he can conduct the recitation in history or geography, arithmetic or grammar without referring to the text-book, is a power in his school. Indeed, I think it better that the teacher should sometimes make a mistake in a date, or in the order of events in history, or in the situation of places in the recitation in geography, and be corrected by the class, than that he should be right always and solely because he is reading from his history or looking upon his map. It may not be easy to state just the ratio that the mistakes might be allowed to bear to the correct statements, as it is not easy to tell just how many times it is better to be imposed upon than never to trust, but I think some mistakes could well be borne with. We need to understand any subject which we teach so well that we can afford to make a mistake.

All are not equally careful to do no violence to a child's sense of justice, or if it must be done, to do it after an investigation. When the class is called out to read or to spell, and pupil number four is made to stand in pupil number five's place because the teacher thinks she has no time to look into the matter of dispute, and because it really makes no difference as to his lesson whether he stands in the one place or the



other, the child has a sense of wrong done to him, which, though he may soon forget, will be likely to make him less careful to regard the rights of others. To be the teacher of a child, or of a school, has a deeper meaning to some than to others. Such seek to inform as well as to instruct, to influence as well as to govern, and to eradicate rather than to repress what is evil. Hence they not only allow their pupils to come near to them but make it easy for them to do so, make them feel that the teacher is their friend, and will hear them patiently.

*Superintendent of Schools.*—E. A. HUBBARD.

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## HAMPSHIRE COUNTY.

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### AMHERST.

The mind of the child is much like its body. It will bear an immense amount of cramming. Observation and memory are the faculties to be especially exercised in children. It is surprising how many names, and disconnected and arbitrary statements may be crowded into the mind of a child before the age of ten years. Yet a proper regard for the health and growth of the mind requires that the memory be not used to the injury of the higher faculties of reasoning and reflection. It is painful to see little prodigies of word-gormandizing, and to witness the efforts sometimes made by teachers in Primary Schools to stuff their pupils with the mere names of things. The youngest child in our school should be taught not only to ask what it is, but why it is, and what is it for?

The true work of the teacher is to start the pupil on a course of thought and study and inquiry for himself, and to kindle in him an unquenchable desire and determination to know. When the teacher has awakened the passion in her pupils for knowledge, how important that she is able to satisfy it from her own store in a ready, rational and intelligent manner. This makes it necessary for a Primary-School teacher, no less than any other, to be at home in the principles and application of the higher branches of knowledge. There is not a main principle or an important fact in mathematics, history, astronomy, geography, chemistry, natural, mental or moral philosophy that a Primary-School teacher, familiar with it herself, may not in some way impress upon her pupils in such a manner that, though very dimly seen by them now, it shall prove a star, and the dawning light

to future and more certain knowledge. Our Primary Schools the past year have done this work well.

The first thing in the order of nature to be aimed at by our schools is health. A sound mind in a sound body, and a sound body as the condition and prerequisite to a sound mind, is a cardinal principle to be kept constantly in view in the education of children. The time is past, I trust, when to weaken, disorder and prematurely wear out the body, shall be thought in any way to aid or honor the soul. It is sin to educate the mind in any way to the injury of the body. Holiness, in its best and only Christian sense, consists not in bringing the mind alone, much less a single faculty of the mind, up to a certain standard of rectitude, but in elevating the whole being,—moral, intellectual and physical,—to the highest excellence, that all working together and helping each other can attain to. Education conducted in this way can never injure, but must always promote health.

There is no sadder sight in our schools than sickly children,—weak in body, yet ambitious and precocious,—studying beyond their strength and years to keep up with, and, as is often the case, to lead their classes. To such children the ordinary and natural incitements of the school-room are as tinder to flax. Such children always need holding back. Yet right here is one of the most difficult things in the management of schools. It is one in which superintendent and teachers, and parents most of all, are in danger of great and fatal mistakes.

*Superintendent of Schools.*—F. P. CHAPIN.

### BELCHERTOWN.

A singular phenomenon is often seen in our yearly appropriations for the various outlays of the town. A generous amount is readily granted to support the poor, to keep the highways in order, to maintain financial credit unimpaired, and to meet miscellaneous expenses. But when the Public Schools are under consideration a determined effort is made to bring the appropriation to the lowest point possible. What does it mean? Are the voters of the present generation concerned lest their children will be wiser than the parents? Do they fear that their offspring will rise to higher positions than they themselves have been able to attain, or be better fitted than they are for the battle of life?

But there is a profit-and-loss view of this matter that is worth considering. Do you wish the town to be shunned as a place of residence by men of enterprise and intelligence? Do you wish gradually to drive out the best class of your own citizens, and thus step by step sink the value of your real estate? You cannot take a surer method

to accomplish it than by fighting school appropriations. Every dollar that is thus saved in taxes will revenge itself fourfold. And do not imagine that the loss will be confined to any particular portion of the town. The most remote as well as the most central parts cannot fail to be affected, for increased appropriations give more and better schools in all neighborhoods, and make them all more attractive. Successful business men understand these things, and hence in many towns those who pay the highest taxes and have the fewest children to be profited by schools, are found upon the side of the most generous appropriations, and those who pay but little tax and have plenty of children, are ranged on the other side. Successful and intelligent business men understand, we say, that there is no more hurtful policy than a niggardly spirit in school matters.

*School Committee.*—J. B. READ, C. L. WASHBURN, SAMUEL ALLEN, A. E. FERRY, A. D. RANDALL, A. W. MORSE, M. S. BARTON, PHINEAS BRIDGMAN, GUY C. ALLEN.

### CUMMINGTON.

We suggest, too, the expediency of suppressing the jealousy which many cherish respecting the rights and duties of the school committee. For the advancement of education, wise and good men saw the necessity of having such a board; hence the law requires towns to elect men to that office. Yet they are looked upon by many as necessary evils. Their actions are so closely scanned and so often censured that their labors are frequently rendered fruitless. What good reason can be given for this? People do not act in this way in other things. When sick they send for a physician, and if they are sensible persons they follow his prescription. When men go to law, they are guided by the advice of their legal counsellor. Common sense might teach people to act in the same way with the school committee. If men are not qualified for the office do not elect them, but when elected let them direct how the schools are to be managed, and co-operate cordially with them to secure the desired results.

*School Committee.*—ROBERT SAMUEL, LUCIUS C. ROBINSON.

### HADLEY.

The system of gradation which has now been in operation for several years, although from circumstances beyond our control, not quite thoroughly carried out, has abundantly answered the sanguine expectations which led to its adoption. In the Primary Schools it is sometimes necessary, and perhaps will continue to be necessary, to permit the attendance of scholars whose age and attainments would warrant their admission to schools of a higher grade; the alternative being

their deprivation of all the advantages of Public-School education. But such cases are only exceptional. In the great majority of instances the children have been enrolled according to their standing, and attend a school of the grade to which they properly belong. The effect (as we believe all who have examined into the matter are well satisfied) is most favorable. The scholars of each school are so nearly on an equality in their studies, as to be easily arranged in classes, and for the most part to be advanced by classes from one grade to another. The teacher's labor is thus greatly simplified, the number of classes diminished, and more time can be given to the thorough preparation of the lessons. It gives us pleasure to invite our fellow-citizens to observe for themselves to what a good degree these desirable results have been secured. They will find, on proper examination, that there is a substantially uniform and regular progress from school to school, in age, in amount of attainment, in orderliness and in capacity for profiting by the larger range of instruction provided for the scholars as they advance. One of the obvious fruits of the establishment of this progressive course is the excitement of the ambition of the scholars to rise from the lower to the higher grades; a healthy ambition, leading to greater diligence in study, and only requiring to be kept in wise control by parents and teachers, so as to avoid the evils of too early and hasty promotion.

*School Committee.*—EDWARD S. DWIGHT, W. H. BEAMAN, R. AYRES.

### MIDDLEFIELD.

The question is frequently asked, "Do the children learn any better in the new school-houses than they did in the old, or do they show any better appreciation of the means of education and the conveniences of modern school-rooms than they did fifty years ago, when a slab with three pins, called legs, was considered an eligible seat in a school-house, and all the other appointments corresponded?"

We fully believe that our schools are much better and more efficient than they were fifty years ago; and we are sure that the standard of scholarship has been raised in all our schools within the last few years, requiring a better qualified class of teachers. But the propriety of repairing our school buildings, and fitting them up with modern improvements, is not primarily to be decided by such questions and their answers. We only urge that, both in interior and exterior arrangements, the place where the great majority of the children of the town are to obtain all their school education, shall correspond with the homes from which these children come,—that the comforts and conveniences of our school-rooms shall, in fact, keep pace with those in our houses, so that the children in going from their homes to school,

shall not be shocked, but shall feel that the same influences and care minister to their comfort and well-being.

*School Committee.*—M. J. SMITH, C. C. THOMPSON, CHARLES WRIGHT.

### NORTHAMPTON.

*The Mechanical and Industrial Drawing Schools.*—The state law of 1870 required all towns having over 10,000 inhabitants to furnish free instruction in mechanical and industrial drawing to adults. In conformity with this Act and from application of citizens, schools have been established at the Centre, Bay-State, Florence and Leeds. The office of the superintendent was used as a room for drawing at the Centre, a vacant school-room at Bay-State, a suitable room for double classes at Florence, presented by the liberality of S. L. Hill, and the town engine-house at Leeds. According to the example of other towns, drawing tables, lights and boards were furnished free to the pupils, while each pupil furnished his own instruments and materials. The best possible teachers were provided, C. E. Emery, draughtsman at the U. S. Armory, who had taught at Florence private classes in previous years, O. A. Brewer, teacher in the Industrial Drawing School at Springfield, E. P. Hemenway, graduate of Dartmouth College Scientific Department, C. E. Davis, surveyor, and others.

One hundred and seventy-one citizens of the town have availed themselves of the advantages of these lessons. The number in each class was limited to twenty. The total number of class lessons given has been one hundred and twenty-eight.

The employment of one hundred and thirteen members of classes for the winter and fall at the Centre, Florence and Leeds was as follows: machinists 44, carpenters 28, students 5, cabinet-makers 2, jewellers 2, clerks 6, mill-wrights 3, farmers 3, traders 3, tinner, pattern-maker, mason, store-keeper, manufacturer of emery wheels, spool turner, button manufacturer, button turner, silk manufacturer, silver plater, moulder, die-sinker, jobber, one each; gentlemen of leisure, four.

The classes of pupils in mechanical drawing are found among our best and leading citizens. The industry and devotion which they have shown in their classes, the accurate and scientific drawings which they have wrought, attest the high value of the schools in this town, and the wisdom of the State in enacting the law for free Mechanical and Industrial Drawing Schools.

A display of drawings and paintings under the auspices of the Board of Education, was given in the town hall for several days. Mr. Walter Smith, director of art education for the State, was present, and in connection with members of the committee, visited the various draughting

classes, instructed the teachers of the day schools, met the committee for consultation, and gave an address to a large audience at the town hall, all of which exercises contributed much to aid in the culture of art study in our midst.

*Instruction in the ordinary Branches.*—What we need in our schools is a systematic plan of instruction in the ordinary branches among those teachers who seem to have little or none, and better methods among teachers who work by methods. We need sadly to abolish all guessing and thoughtless answering among pupils, all inattention or languid attention to the complete recitation, to every word of the teacher or other pupils upon the lesson. We need that teachers shall compel, if need be, and obtain thinking, weighing, balancing of right and wrong from every pupil in every recitation,—such thinking as will develop, control and discipline the powers of the mind. It is thus only that we can make able men and women in our schools, create a high standard of scholarship, and call out earnest, vigorous efforts of study, which, developed in some of our schools to some extent, I would be glad to find it in all.

*Superintendent of Schools.*—L. F. WARD.

#### PELHAM.

Every energetic teacher prefers a large class, affording a field for honorable emulation to the monotonous labor of instructing a single individual, and your committee are unanimous in the opinion that, for the past year, better order has been maintained, and generally more proficiency made in the studies pursued in the larger than in the smaller schools. We would not be understood to assert that all the deficiencies observable in our schools are attributable to the fewness of scholars. The failure on the part of the town to provide school-houses that will attract rather than disgust and repel our children, is a fruitful source of listlessness and insubordination. Teachers and books are not the only educators of children, but all objects within cognizance of their senses are continually influencing their minds and hearts, and moulding their characters. Place children in refined society, surrounded by objects beautiful in form and texture, and we are surprised and disappointed if they are not chaste in conversation, courteous in manners and rich in mental culture; and on the contrary, place them among the rude and illiterate, amidst dilapidated and dingy surroundings, and we are equally surprised if they ever attain to moral or mental excellence. If this be true, how great our culpability in allowing our school-houses to remain in their present forlorn condition. You are aware that we have but one school-house in town that has any claim to such a name, and that needs attention in regard

to uniform heating, and proper ventilation; it also needs shade-trees, and a graded yard, enclosed by a neat fence, and it should by all means have a good well of water.

*School Committee.*—MINER GOLD, H. B. BREWER, MARY A. BREWER.

### PLAINFIELD.

We believe that more aid should be received from the State; that if Massachusetts would maintain the principle established by our Puritan Fathers, that the wealth of the rich shall educate the poor, she must soon take measures, by which the small agricultural towns shall receive aid for the support of schools, from the cities and large manufacturing towns, where wealth and population are concentrating.

We are glad to see that the needs and wants of the small towns, in regard to schools, are beginning to be seen and felt. One thing has already been done in our favor. By the last enactment for the distribution of the moiety of the school fund, all the cities and towns receive the same sum, in the distribution of a certain portion. This town in that portion receives \$100,—as much as the city of Boston.

We are happy to learn, too, that the Secretary of the Board of Education, contemplates using his influence in favor of legislation by which the small towns will receive aid from a general state tax.

*School Committee.*—JACOB W. PRATT, JAMES A. WINSLOW, JACOB S. WHITMARSH.

### SOUTH HADLEY.

Although not yet can we see in its fullest extent the great advantage of the graded system, as no class has yet gone through the entire course, still the great thoroughness shown by classes on topics gone through with up to this time, the marked unity of system and purpose displayed, the freedom from confusion and friction, all show that we are on the right plan, and that a straightforward following of it without fear or favor, will give us schools we shall be proud to own and show, as indeed we may be now.

A visitor to the school-rooms now, who may have visited them four years since, cannot fail to notice in the appearance of the rooms themselves and the general spirit pervading the pupils in recitation and deportment, a marked change for the better, showing that under the present system and management, backed up by the good-will and sympathy of the intelligent portion of the community, great progress has been made.

*School Committee.*—B. C. BRAINARD, GARDNER COX, NORMAN PRESTON.

## SOUTHAMPTON.

No more important service can be rendered by parents than by visiting the school often. This is a trite theme, but so long as there is a great neglect in this particular, there can be no harm in speaking of the neglect. We have taken pains to count the number of visits recorded during the past year, and we find that the committee have made almost half as many to the schools of the town as have all other persons in the several districts.

O ye mothers, here is a field for you to do immense good. You do not know how much your calls made without ceremony at the District School will encourage the diligent workers there, and give new zeal to the faint and almost disheartened one who imagines often that she bears all of her burdens alone. Of one visitor from abroad, whose coming has gladdened some of our school-rooms, we are permitted to speak. George A. Walton from Westfield, an agent of the Board of Education, made his calls upon our schools particularly acceptable and instructive, and his address to the citizens of the town was highly entertaining and useful. Such visits every friend of education must appreciate, and every intelligent community most heartily welcome.

*School Committee.*—RUFUS P. WELLS, ISAAC PARSONS, EDSON HANNUM.

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## FRANKLIN COUNTY.

## BUCKLAND.

In accordance with the law passed one year ago, systematic drawing has been introduced as one of the regular studies in our schools. It is only in our village graded schools that it has been pursued to any great extent. In these schools a good advancement has been made for the first year, and some individuals have shown remarkable aptitude and skill. Your committee would recommend that it be more generally attended to in all of the schools during the ensuing year. The efficiency of our teachers in many branches of study would be more than doubled if they were thoroughly proficient in the art of drawing. It is probable that the time is not far distant when no teacher will be employed who does not possess the power of expressing and illustrating thought by suitable drawings as well as by words. May we not hope that the slight beginning which has been



made in this study the past year, will be followed up each year with increasing interest and efficiency, until drawing has secured that place among our other studies which its importance demands. Certainly no argument can be urged against it on account of the time which it requires, for it has been estimated by those who have made the experiment, that a scholar giving one-half of his time to drawing and half to writing, will advance more rapidly in good writing than if his whole time were given to it.

But the great object to be kept in view in all school work, is the mental and moral development and training of the pupils, and for this end we believe this branch of study may be made a most powerful instrumentality. A branch of study which develops the faculty of form in perception and conception must be of great value in awakening and giving strength and accuracy to the working of the mental powers; one which cultivates habits of order and accuracy (and hence of truth), of neatness, and of that which is fitting and beautiful, can have no mean bearing upon the moral development of the pupil.

*Chairman.*—D. W. WILCOX.

### CHARLEMONT.

One word in regard to the district system. It is well known that the town voted to go back to the district system, yet we hardly know where we are, and words cannot better express our condition than to use scripture: "The dog has returned to its vomit again, and the sow that was washed to its wallowing in the mire." We do believe that the new law, carefully considered in all its practical workings, would recommend itself to any candid mind. We wish every one would carefully consider it, and although we are so fallen, perhaps it would be possible to renew us again to repentance.

At any rate let us know where we are, or we shall soon be in trouble.

*Chairman.*—M. M. MANTON.

### CONWAY.

Should not the citizens visit the schools? It would be a great and healthy stimulus to teacher and taught. Yet rarely is a Conway school darkened,—brightened, rather,—by the presence of parent or guardian.

Still further: the teacher needs sympathy, and too rarely gets it. In cases of discipline the child is the saint and the teacher the sinner, almost always. Be slow to receive accusation against the teacher, and hear both sides of the question impartially and kindly, other-

wise great wrong may be done to teacher, child and community. Do not, for slight reasons, take your child out of school, and thus rob him of education, and the town of its money, and do damage generally.

Another point: what looking registers we too often find,—fairly black with absent and tardy marks,—doing deadly work with our schools. Parents, do look to it and abate the nuisance.

*School Committee.*—A. J. CHAPLIN, D. T. VINING, H. W. BILLINGS.

### COLERAINE.

It is well-known to you all that at the last November meeting the town passed a vote to district the town anew, and make a less number of districts.

The committee chosen for that purpose attended to their duty, and reported at the last March meeting, which report was accepted, and the new state of things involves a necessity for the early organization of the districts, and the preparing of school-houses for the coming school term. \*

*School Committee.*—DAVID W. SNOW, OTIS J. DAVENPORT, HEZEKIAH SMITH.

### DEERFIELD.

Much is said at the present time about the Prussian system of schools. Our advanced educators are visiting that country to study its institutions, and our Board of Education is calling attention to it. There the child belongs to the state, and the state takes him under its especial care and control, furnishes a school for him, notifies him by a printed circular when a term of school begins, requires him to attend regularly; no attending a term and out a term; no staying out to labor, to visit, to run of errands, etc.; but one great overruling purpose to make a noble citizen, overshadowing and blotting out of the minds of parents and children all thoughts foreign to education, pervades the people; and even the poor peasant instead of calling it tyrannical, yields cheerfully his claim to his child and acknowledges it to be for the best. Hence all energies are in one direction, and much more is accomplished. Here the child belongs to the parent, the school is for the parent's convenience, in practice at least; he sends him or keeps him out, according to his interests or whims, regardless of the interests of the child or the injury to the school. The fountain will not rise above its source, and the child is likely to think lightly of the school if the parent so seems to regard it. We think

\* For the illegality of this action see Gen. Stats. chap. 39, sect. 1.—SEC'Y.

our people would advance their own interests and the interests of the schools by a more complete consecration of their children to the grandly important work of education. By referring to the excuses given for irregular attendance, we find that about two-thirds would not stand the Prussian test. The loss by irregularities the past year, as stated above, is about twenty per cent., and two-thirds of twenty added to the average attendance would make about ninety-four per cent., which we feel we ought to average, leaving say six per cent. loss from sickness and other unavoidable causes.

*Principal of High School.*—V. M. HOWARD.

### MONTAGUE.

There is a pressing and growing need of more public schooling in our town. The present amount is six months; we need nine. Or, instead of two terms of twelve weeks each, there might be three of ten weeks each. But nine months' or thirty-six weeks' schooling, is the amount commonly given in the towns through the State. The present amount does not meet the wants of our children, especially since the number of scholars in town is fast increasing. The present six months of schooling must be, in a measure, neutralized by six months of idleness. Then it is desirable that the studies of our schools should be systematized so as to lead naturally and efficiently into the High-School course. But nine months' schooling in the one and only six in the other do not fit each other. The quality of our teachers, too, is unfavorably influenced by the present limited amount of schooling, since the best teachers prefer to go where they can secure the longer time of employment.

Agreeably to the appropriation of the town, a High School has been established at the Centre. The opening year has, of course, been one of preparation and experiment. All the machinery has not yet been fully adjusted. Notwithstanding this, the results thus far abundantly confirm the wisdom of the step. The attendance has been large, reaching fifty scholars during the term just closed, and requiring the services of an assistant. Scholars who have heretofore gone out of town, have this year remained at home. Some few have come in from abroad. An increased life has been infused into the lower schools, since it is naturally the ambition of every young scholar to prepare for entering the High School.

*School Committee.*—DAVID CRONYN, DANIEL WILDER, SEYMOUR ROCKWELL.

### WARWICK.

All the schools in town, whether in the summer, fall or winter, have been visited three times in each term; and a careful and accu-

rate account has been taken of the exercises and appearance of each school. These minutes, taken at the time, and pointing out the excellences as well as the defects of each school, *have been read before the whole school at the close of each examination*, so that the teachers as well as the scholars might know how they stood in the opinion of the committee. At the closing examinations, the numbers of visitors, parents and friends have been very large, who have listened to a long and critical examination with unflagging interest. Many of the parents have addressed the schools in terms of high commendation, and in a very appropriate manner.

*For the Committee.*—JOHN GOLDSBURY, *Supt'g Committee*; HERVEY BARBER, *Assistant*; H. H. JILLSON, *Clerk*.

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## MIDDLESEX COUNTY.

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### AYER.

Would that all parents might know how much encouragement a visit from them gives the teacher; how it sometimes changes the very atmosphere of school-life, and breaks the monotony and routine of the daily exercises. The teachers will thus realize the value of that trust which is placed in their hands, and that their time and services are appreciated, and that they are not there as masters only, but as assistants to the parents in training the minds and morals of their children. The scholars will see that, though away from home they are still under the parental eye, and that they are sent to school, not because it is a customary resort for children, nor because the statutes require it, but rather for certain advantages which it is impossible for them to obtain at home; for the better training and disciplining the mind by means of a prescribed course of study. At home, beneath the parental roof, are laid the foundations for the government and proper management of our schools, and accordingly as one is wise and just, the other is successful and prosperous. We cannot fairly demand that the government of our schools shall be perfect, or good even, unless its principles are inculcated and fostered at home. All must be aware of the difficulty of obtaining teachers properly qualified as instructors of youth. This want has been acknowledged and supplied as far as it can be by government, by the establishment of Normal Schools.

Those who had the privilege of attending the Teachers' Institute in this place last fall can form some idea of the interest and means taken by the government to instruct and fit our school-teachers for their im-

portant work, and must also have had a pleasing realization of the splendid attainments of its professors. The eager attention of the teachers to the daily exercises showed that they had a realizing sense of the great need of improvement in our method of instructing and educating the young.

*School Committee.*—CHAS. BROWN, E. H. HAYWARD, B. H. HARTWELL.

### BEDFORD.

No man would think of paying his help a week's pay for four days work, and yet the town in effect does this year after year by its loss in non-attendance. But the money loss is a small matter as compared with the damage to the children, whose interests cannot be measured by dollars and cents. In our manufacturing towns the law steps in and says that employers shall not keep their minor employés away from school, and thus coin their minds into profit; but has left the matter in farming towns largely to the natural affection of parents. We are of opinion that a law which compels a town to keep schools open six months in the year, and allows its inhabitants to nullify it by keeping their sons away from it half the time, that they may make a dollar from them, requires some further attention, if its evident purpose is to be secured.

*School Committee.*—OLIVER J. LANE, NATHANIEL P. WATTS.

### BELMONT.

Of the schools themselves we may freely speak. The sad effects of irregularity in attendance are points of vital interest to the prosperity of all our schools. These points have been presented and reiterated again and again,—line upon line, precept upon precept, here a little and there a little,—while in the last year's report it was fully and legally presented. But the evil is not yet remedied; the bottom line of this subject has not yet been reached. When shall it be, practically? When will parents and guardians come to value for their children the priceless boon of a good education above silver and gold? Never till then can our schools become what they ought to be, what they might be!

It is pleasant to find the inductive system of instruction gaining ground in our schools,—teaching by inferences and illustrations and reasoning processes,—entering upon a consideration of the “whys” and “wherefores” of every study, instead of simply memorizing. There is some danger of intellectual dyspepsia if these young minds are continually crowded with so much rich and solid food, unless the

digestive organs are properly exercised. The method pursued by some of our teachers of selecting scientific facts from such admirable text-books as "The Manual of Commerce," which we have recently introduced, thoroughly mastering these facts, and then giving the substance of them to their scholars, is wonderfully adapted to inspire these young minds with new ideas, interest and enthusiasm.

It is also gratifying to find that in all our schools a more marked attention is being given to the lower and elementary branches of study. The importance of these can hardly be overestimated, forming as they do the fountain-head of all practical knowledge, of all sound education. Where would be the rivers and oceans without the living springs? Probably only a fraction, perhaps a small fraction, of those attending our Public Schools will ever enter upon either of the learned professions. If they should, a thorough knowledge of these rudimental branches would be of great service to them through their whole course; if they should not, it would be their best legacy and inheritance.

May not the ruling spirit of our age,—“Speed,” “Progress,” “Haste,”—in some instances be found creeping into our present system of education?

*School Committee.*—J. W. TURNER, WARREN S. FROST, HENRY RICHARDSON, HORACE BIRD, GEO. W. WARE, JR., DANIEL BUTLER.

### BILLERICA.

Some of the schools have been very acceptably visited and addressed, within the year, by Mr. Phipps, Agent of the State Educational Board. Among the many important subjects of which he spoke was that of reading. Increased general attention is being paid to this department of education, in which is blended so much of utility and accomplishment. We wish to commend this matter to the consideration of all teachers. The advantage of giving careful attention to this branch, and of the teacher's being thoroughly qualified in it, was apparent in the school taught for one term by one who has given special attention to elocution. The great general improvement made by this school, in so short a time; the pleased interest awakened in the pupils, especially in this and the study closely allied to it,—that of grammar,—and the satisfaction of those who visited the school, are a testimony not to be overlooked to the importance of a high standard of qualification on the part of teachers. Those who teach must themselves be taught, and as a rule, those who have done most to prepare themselves for their work, will be most likely to excel in it.

*Chairman.*—C. C. HUSSEY.

## BRIGHTON.

*Truants.*—The truant laws which we find upon the town record, and which the committee had printed and distributed, have been practically inoperative; and we are sorry to be compelled to say that we have been able to do little to prevent truancy. The influence of the truant officer has without doubt kept many younger children in school, that otherwise would have from time to time “played truant”; but the older ones,—those whose example is most felt by its influence upon a certain class in our schools,—the officer has not been able to reach. They care nothing for the officer, who they know cannot punish them. “It is the power behind, and not the throne they fear.” They fear not the officer, but his power to punish, and we most earnestly recommend the town to establish at the poor-house a suitable room, and set it apart as a suitable “institution of instruction,” etc., as provided in the statutes.

*Chairman.*—JOSEPH BENNETT.

## CAMBRIDGE.

The Training School has now reached a period at which its results may be estimated and its influence traced. Nineteen of its pupils are permanent teachers in this city, and fifteen of our teachers have been members of similar schools elsewhere. We would recommend to the sub-committees of the coming year, that they carefully scrutinize the school-work of these specially trained teachers, and ascertain for themselves whether it has a superior value. If they shall find on the part of these teachers a deeper insight into the young mind and the elements of knowledge fitted for it, more prompt and efficient methods of teaching, superior power of attracting attention, awakening interest and making the school-hours both happy and gainful, the question as to the expediency of sustaining the school will have been answered in the affirmative. It is, indeed, said that there is no reason why teachers, alone of all the professions, should receive their special training at the public expense. Very true, unless they be trained with a specific reference to the needs of our own schools. But our Primary Schools, at least, will be taught chiefly by persons educated and resident in Cambridge, and if it shall be proved that a year or two in the Training School greatly enhances the value of the services rendered by such persons, then their special training is not an exclusive privilege granted to them, but a service rendered through them to the entire public. We cannot but anticipate from such inquiries answers favorable to the continuance of the school. Our State Normal

Schools have for many years been subjected to this test. They passed through a period of opposition, and even obloquy, were assailed by teachers of long standing and high repute, and obtained their position as permanent institutions only by the observation and experience of their renovating and quickening influence wherever their graduates were employed. It would now be as easy to overthrow the Common-School system as to abolish the Normal Schools.

There are some considerations which may show the special need of a Training School for those who are to have charge of our Primary Schools. We all very well know how seldom we recur to the elements of a science or a branch of knowledge with which we have become familiar. It is often found that men of superior learning in any one department are, as its teachers, inferior to persons of active mind, a little in advance of their pupils. Lancaster, the founder of the schools bearing his name, was wont to say that the child who knew but three letters was the best teacher of the child who knew none. Now there is no department of instruction so difficult as that which belongs to the Primary School,—no acclivity on the hill of science so hard to climb as the passage from the alphabet to the first reading and spelling lessons. A young lady, fresh from the High School and decked with its honors, may be well qualified to teach the elements of algebra or geometry, which have so recently taxed her reasoning and cognitive powers; but all the processes by which she first became able to read a printed book, and to perform the simplest problems of mental arithmetic, lie for her in the remote background, are at best but vaguely remembered, and even could she recall them, may have been performed under awkward and incompetent direction. The only qualification which she has gained for her office as a teacher is a quick, receptive and capable mind. By the action of that mind she must learn to teach. Shall she learn by unguided experiments on classes committed to her charge, victimizing her earlier pupils that she may be of service to their successors? Or shall her first experiments be made under wise and careful guidance, in connection with the thorough analysis of the subjects and processes of instruction, and with examples of successful teaching constantly before her? This last is the method of the Training School. In its own peculiar school-room the exercises consist, in great part, of the minute examination of the first rudiments of knowledge, of the action upon and by the child's mind in imparting and receiving instruction, and of the methods of facilitating and abridging the traditional processes of teaching which, in some respects, might seem to have been specially devised in the interest of stupidity and ignorance. A part of the time of each pupil in the Training School is spent in actual school-work, in one of the three Primary school-rooms in the same building, under the



direction of the principal, and in concurrence with the well-ordered system of the teacher in charge of the room; so that these future teachers gain very valuable experience under conditions in which their lack of skill is supplied by judicious counsel and excellent example close at hand. Then again, their school-work is discussed, analyzed, criticised in their own school, their defects or mistakes pointed out, and the questions which suggest themselves to each answered for the benefit of all.

It is believed that many children are employed in various manufacturing establishments in this city, without being sent to school for a portion of the year, as prescribed by the law of the State. It would be well to institute inquiry as to the number of children who would come under this law, and it may be found expedient to establish for this description of pupils, and for others who cannot easily be classed on account of necessarily irregular attendance or deficient ability, a separate and mixed school. Where schools of this kind have been established, they have been attended with the double advantage of giving to their pupils, not disjointed fragments of a continuous course, but special instruction, adapted to their degree of proficiency, and of relieving the regular schools from the occasional presence of a class of scholars that are always a hindrance and a burden. Should such a school be deemed expedient, it might, perhaps, be well to have it a half-day school, that children who are dependent on their labor for their support might not have their earnings wholly cut off while attending school.

Another subject worthy of consideration is the establishment of a grade of schools below our present Primary Schools. In some cities in New England Infant Schools have for many years formed an essential part of the Public-School system. Into these schools children are received as early as they can be taken care of without the presence of a mother or a nurse, They are permitted the free movement of their limbs, are trained in various calisthenic and gymnastic exercises of the easier kind, are taught in simple songs and chants the first lessons of learning, morality and religion, and receive familiar instruction about common things and the objects around them. Reading on cards and blocks, phonetic spelling, and such arithmetical processes as they can perform by counting their fingers, complete their novitiate, and prepare them for the next higher grade of schools, corresponding to our lowest. This system is of inestimable benefit to the many mothers whose families depend in part or wholly on their labor, and whose infant children, in their necessary absence from home, are often exposed to neglect or cruel treatment, sometimes to danger. It makes the children themselves happy, fastens good impressions on them at the most impressible age, and renders them more

promising subjects for instruction and discipline when they pass into the Primary Schools. It also raises the character of the Primary Schools by virtually establishing for them a standard for admission, and by retaining in the Infant School those who are not yet capable of a higher grade of instruction. Should an experiment of this kind be authorized in any district of the city, we have little doubt that its success would soon lead to the adoption and permanent establishment of this grade of schools as a part of our system.

There can be no doubt that industrial education will gradually be engrafted upon the school system of Massachusetts. Indeed, a beginning has already been made in Boston for the benefit of female pupils, in the placing of needle-work among the regular departments of instruction. This plan has been pursued in one of the cities in an adjacent State for many years, with the most beneficent results as regards contentment, cheerfulness and order in the schools, and with no loss whatever as to the quantity or quality of proper school-work. There are in our schools large numbers of girls belonging to thriftless families, who have at home no opportunity of learning the use of the needle, and to whom instruction in its use, or entire ignorance of the art, may in coming years determine the question of neatness, respectability and comfort, or sluttishness, squalidness and misery, perhaps of pure or vicious lives. Here, again, it might be well to have a partial experiment made,—to select, for instance, one of the schools containing a large proportion of this class of girls, and to employ a competent teacher of needle-work for one or two afternoons in each week, for a term of three or six months. The result of such a measure would enable the committee to decide intelligently as to the expediency of making a similar arrangement throughout the city.

The tyrannical and exclusive power of various trade-unions under different names and pretexts, the restrictions enforced as to the number of apprentices, and the difficulties interposed in the way of learning some of the most common mechanic arts, may not improbably impose upon our school boards the duty of providing some mode or measure of industrial training for boys, at least so far as to give them a knowledge of the nature of materials, the use of common tools, and the management of simple machinery,—all which would be needless were the salutary practice of regular apprenticeships still in common use, but which might be of important service in the desultory and precarious ways in which boys are now often obliged to pick up their education as mechanics. This, however, is not proposed as a subject for present action, but as one in which a strong interest is already felt in philanthropic circles, and on which timely reflection will best insure in their due season wise and salutary measures.

The departments of geography and history lie equally open to unfavorable criticism. Names and dates that are sure to be forgotten it is useless to learn. In history, the details of obscure and non-decisive battles, the successions of insignificant dynasties, the mere lists of rulers or statesmen of whose character and influence nothing definite is given; in geography, names of places with which the scholar will never have any association whatever,—are of no more worth than old school or college catalogues. If it be a tonic for the memory that is needed, these last would answer fully as well, and would cost less. We would, indeed, have these branches deprived of none of their importance in our schools. On the other hand, we deem them of the very highest magnitude and interest. But we would have history studied in the great march of events,—in the revolutions, and the progress of intellect, civilization and culture; in the establishment, growth and decline of the world's great religions; in the lives and influence of illustrious and typical men. And as for geography, we would lay prime stress on the astronomical and physical relations, laws, divisions and phenomena of our planet, and would have intimately associated with them the names, sites and peculiarities of empires, kingdoms and states, of all important towns and cities, and of all regions of earth and bodies of water with which the pupil can, by the remotest probability, be brought into connection in reading, or travelling or business. For this kind of study, it must be confessed our Common-School geographies and histories fail to furnish suitable manuals. But there are men capable of writing the books we need, and if the demand be urged loudly enough, it will bring the supply.

*School Committee.*—HAMLIN R. HARDING, *Chairman ex officio*; ANDREW P. PEABODY, ALEXANDER MCKENZIE, HENRY P. WALCOTT, KINSLEY TWINING, JAMES COX, EDWARD R. COGSWELL, CHARLES J. MCINTIRE, GEORGE H. MINER, ANSON P. HOOKER, JOHN LIVERMORE, GEORGE R. LEAVITT, WILLIAM A. MUNROE, FRANCIS A. FOXCROFT, PHILIP R. AMMIDON, ALEXANDER E. R. AGASSIZ.

Doubtless some misapprehension exists in the community upon the subject of the Training School, especially as regards the character of its work, the extra expenses involved, and other matters of equal importance; but as this misapprehension exists, notwithstanding the fact that plain and explicit statements have more than once been made, it would not be a hopeful theme to dwell upon at this time.

Objections have sometimes been urged to this school, but generally, whatever the form in which they are presented, they show that the real objection is based on economical grounds. The feeling on the part of some is that it is unwise to expend twelve hundred dollars to qualify teachers for positions in our schools.

The argument upon which this objection rests takes either one or the other of two forms: it is either claimed that young ladies just

leaving the High School are abundantly qualified for positions as teachers, and hence the Training School is a useless appendage to our system; or else it is asserted that the claims of our High School graduates should be entirely ignored, and that we should go into the market and secure experienced teachers.

As to the first point, but little need be said. Experience has abundantly proved that a young lady fresh from the High School is not so well qualified to take charge of a school as after a year spent in familiarizing herself with the methods of instruction and the general work which she is hereafter to do. She must serve her apprenticeship somewhere, and both economy and the best interests of the pupils demand that she should, so far as possible, do this before assuming the responsibilities of a regular appointment.

If we adopt the other course, and go abroad for teachers as we are advised to do, we shall, in a pecuniary point of view, plainly be the losers by it. For, since we pay experienced teachers two hundred dollars more for the first year of service and one hundred more for the second year than we do graduates of the Training School, it is evident that the appointment of but four such teachers will make a difference to the city of twelve hundred dollars,—just about the annual expense of maintaining the Training School. Now, we have within less than two years appointed nineteen teachers from the Training School, and hence it is evident that by these appointments the city has saved \$5,700, or about three times the cost of the school up to the present time.

A fair conclusion, then, is that if we employ the graduates of our High School, we need a Training School to fit them for their work; while on the other hand, if we rely entirely upon experienced teachers from abroad, it will always be at a pecuniary loss to the city.

In leaving this subject, I wish to express the opinion that the Training School is doing more, at the present time, to improve the character of the instruction in our Primary Schools than any other agency whatever.

*Evening Drawing School.*—The reports of last year gave an account of the establishment of an Evening School for instruction in mechanical and industrial drawing, and also detailed the general plan upon which it was organized.

The school is again in operation, and is working on the same system as that adopted one year ago. Two classes have been formed,—one composed of those who have had previous instruction, the other of beginners. The whole number belonging to the school up to the present time has been 119; the average attendance, 108.

Most of those who attend this school are men who are thoroughly in earnest, and who are anxious to make the best possible use of their

time. Almost every branch of industry in the community is represented, since there are among the pupils, carpenters, machinists, engravers, pattern makers, etc.

The hall used by the school, although very desirable in other respects, is too small. Many persons have applied for admission who could not be received on account of the limited accommodations. In view of the fact that this school is likely to be an established institution in this city, it is important that hereafter we have accommodations sufficiently ample for all who wish to avail themselves of the advantages which the school affords.

*Drawing.*—With the recent introduction of drawing into the High School, this now becomes a required study in every grade of our schools. We cannot find fault with the results accomplished during the last year, considering the means employed, but we ought to do better. Drawing, as a branch of study, is new to most of our teachers, and, in consequence, they are working under many disadvantages. I know of but one remedy for this, and that is to employ a competent teacher of drawing, who shall give the necessary instruction to teachers, and shall superintend the work in every department throughout the city.

I urged the importance of such an appointment one year ago; with even more confidence I repeat the suggestion now.

I believe now, as I did then, that in order to give unity and efficiency to the instruction in this subject, a special teacher is not less needed than in the department of music.

*Truancy.*—From the most reliable information at hand regarding the school population of the city, it seems that there are, on an average, more than two thousand children between five and fifteen years of age who are daily absent from the schools.

It would be useless to attempt to cite all the causes which unite to produce this most unfortunate result. A small percentage of the absence is for good cause, such as sickness and the like; a larger per cent. is chargeable to the indifference, neglect or parsimony of parents.

Now there are three classes of absentees to which I wish to refer. The first is composed of children employed in manufacturing establishments. It is not now known what the number of these children is, but it is supposed to be quite large.

Now, if we are to attempt to reach these children who are employed unlawfully, it is necessary first to ascertain the number thus employed.

If it be found that the number of children be such as to warrant it, we should at once establish a half-time school, in which the pupils can receive at least the equivalent of the three months required by law.

Exactly upon what plan such a school should be organized, is a matter for future consideration. My own idea is that it is well to divide the children into two sections, one being in school in the forenoon, the other in the afternoon, and at the end of three months have the divisions change places,—the one that has been in school in the forenoon now taking its place in the factory in the forenoon and attending school in the afternoon, and the other making the corresponding change.

This seems to me to be a matter of sufficient importance to call for the appointment of a special committee to consider the subject, and to devise some plan by which present evils may be remedied.

There are good reasons, as I believe, for some important changes in the present regulations concerning truants and habitual absentees. I do not think the city almshouse a suitable place for the reception of such children.

We ought either to avail ourselves of the reformatory institution for truants in some other city,—Lowell, for instance,—or else we should have a similar institution of our own. There are two prominent objects which we hope to gain whenever incorrigible truants are sentenced; namely, the reformation of the children, and the prevention of truancy in the schools. Neither of these objects can best be secured by the present arrangements. Certainly, as regards the latter consideration, I feel sure that the sentencing of five truants to the Lowell institution would have a more decided influence in preventing truancy than four times the number sent to our city almshouse.

*Superintendent of Public Schools.*—E. B. HALE.

## CHARLESTOWN.

It should be a part of our system of education to educate the hand as well as the head. The scholar should acquire the power of representing upon paper anything that he wishes to describe. This every scholar can do, if with a fixed purpose and the necessary guidance, he will make the needed exertion. If the scholars see their teacher stand at the blackboard, and draw with spirit and energy, their own fingers will follow hers by a spontaneous movement. The agency that produces this result is a ready hand and a willing heart on the part of the teacher to guide the efforts of the scholars. While we do not expect to make "artists" of all the scholars in our schools, we do expect that they will obtain at least such a knowledge of drawing as will enable them to understand the working plans of a building or a machine. Education in this as in other branches pays for itself. Drawing as a useful art should be made universal. The mechanical

skill of the artisan is greatly enhanced by a knowledge of the art of drawing. The engineer, the architect, the carpenter, the smith, the machinist,—in fact every mechanic needs it if he expects to become a master of his business.

Drawing demands thinking and gives discipline to the perceptive and imaginative faculties, if it be taught by one who knows how to call these qualities into action. The minds of our pupils, we fear, are more likely to be dulled than brightened by the usual routine of daily duties in some school-rooms; and such studies as drawing and music, while relieving the tediousness of drill in arithmetic, grammar or geography, and imparting new zest even for those studies which are termed the most useful, serve to cultivate some of the most important faculties of the mind, and are themselves of as much practical utility as the gibberish which is to be found in the text-books of grammar and geography. Indeed, were it not for fear of shocking some few of our teachers, we should assert that a knowledge of drawing and music is of more practical importance than a knowledge of all the "rules" and "exceptions" in grammar, or of the names of all the towns, rivers and capes in the Chinese Empire.

It may not be uninteresting to compare our present schools and school-houses with those of the past, as recorded in the old town records. We have accordingly made a few extracts from "Frothingham's History of Charlestown."

*The First School.*—"June 3, 1636, Mr. William Witherell was agreed with to keep a school for a twelve month, to begin the eighth day of August, and to have forty pounds this year.' This simple record is evidence of one of the most honorable facts of the time; namely, that a public school, and judging from the salary, a free school, at least for this 'twelve month,' was thus early established here; and on the principle of voluntary taxation. It may be worth while to remember also that this date is eleven years prior to the so often quoted law of Massachusetts, compelling the towns to maintain schools."

*The First School-House.*—"There is no notice of a school-house until 1648, when one was ordered to be built on Windmill Hill, and paid for by a general rate."

*The First High School.*—In "1671 Benj. Thompson, a celebrated teacher, was engaged by the Selectmen to keep school in town upon the following terms:

"1. That he shall be paid £30 per annum by the town, and to receive 20 shillings a year from each particular scholar that he shall teach.

"2. That he shall prepare such youth as are capable of it, for college with learning answerable.

"3. That he shall teach to read, write and cypher."

*A School-House of Olden Time.*—"A school-house was built in 1682.

"The house was 'twelve feet square and eight feet stud, with joints with a flattish roof, and a turret for the bell, and likewise a mantel-tree of twelve

feet long.' The expense for carpenter work was £13. The masons were to 'build up chimneys and underpin the house, and to ceil the walls with clay and brick, and to point the roof with lime for £5.'"

*The First School Committee.*—"1712. The teacher having requested that regulations might be made about the town school, it was voted, 'That whereas the school being thronged with so many small children that are not able to spell or read, as they ought to do, by reason of which Latin scholars, writers and cypherers cannot be duly attended to and instructed as they ought to be,' Capt. Samuel Phipps and Mr. Jonathan Dowse were chosen 'inspectors and regulators of that matter.'"

*The First Industrial School.*—"1754. The town voted March 4th 'that the old town house be improved for a spinning school'; and the sum of fifty pounds to repair the same."

We have thus seen from what small beginnings our present extended and successful system of education has sprung. But it is well to remember that these apparently small things were in reality as large, at least for them, in proportion to their needs and means, as our varied appliances and expenses are for us under our circumstances.

*School Committee.*—WM. H. FINNEY, ABRAM E. CUTTER, GEO. H. MARDEN.

To create and stimulate a desire for knowledge is as legitimate an object of education, as to impart knowledge, and is likely to exert a far greater influence on the character.

If I must choose between the two, I would much prefer that the child should leave school with a desire to know, than that he should possess a vast amount of definite knowledge, which has been drilled into him, but with no curiosity or enthusiasm to impel him to further acquisition.

Says Mr. Hudson, a fine scholar and educator of much experience: "It is what young people learn to take pleasure in, what they build up happy thoughts and associations about, and what steals smoothly and silently into the heart, and there becomes a vital treasure of delight, that mainly determines their characters. In comparison with this, mere intellectual acquirements and furnishings, and even ethical arguments and convictions, are of insignificant value.

"The forms of young imagination have more force than anything else to keep the heart pure. To pre-occupy the mind with right tastes and noble loves, is the first principle of all wise and wholesome training, both in school and at home."

The experiment of teaching Industrial Drawing to our mechanics, has, with us, proved an entire success, unaccompanied by the mistakes and hindrances commonly incident to experiments, even when successful; and I know of nothing which has done so much to commend



our Public-School system to all classes in the community, as the introduction of drawing into our schools, and the establishment of schools for mechanical drawing for persons more than fifteen-years of age.

The instruction in our schools during this term has been, I think, more practical, and more free from technicalities, and has adhered less strictly to the text-book, than was formerly the case.

Another respect in which I think improvement has been made is, that pupils are required to practise more on comparatively easy examples where the principle is obvious, and troubled less with more difficult or tedious ones, involving no new principle, but simply hiding it under a load of conditions too difficult to be understood by the pupil.

In grammar, for example, I would not have the pupil know that there are any exceptions, or even difficult application of principles, till he has come to recognize the general principle in so many familiar examples that he at once sees in what the real or apparent exception consists.

In arithmetic, questions that simply test the endurance of the pupil by their length are no tests of their knowledge. Nor are they of equal value as a mental discipline. What we gain in the time of holding the attention is more than lost in intensity.

In teaching geography, more attention is given to map drawing, and the location of a few of the most important features and places, and less to the mere memorizing of descriptive geography. Geography, thus taught, especially if the teacher comes prepared with something new in connection with the lesson, is interesting to the pupil and not soon forgotten. I remember being told by a gentleman whose knowledge of geography was very extensive and accurate, that if he knew more of geography than most people, it was because he had not tried to remember so much. He had fixed a few important points definitely in his mind, and clustered all others as they came up around them. This I know to be the best method of learning the sequence of historical events, and fixing them in the mind chronologically. I think it safe to say that what is remembered in geography and history generally, is in the inverse ratio to what is taught.

In my report of March last, I hinted at the importance of inspiring pupils with a love of knowledge, expressing the conviction that it is a better guarantee of future intelligence than any amount of actual attainment.

Franklin and Bowditch, and thousands of others who became eminent, left school with but a small stock of actual knowledge, but with

a desire for knowledge that induced them to use that small stock as a key to unlock the great treasure-houses of wisdom.

I speak of the importance of inspiring or keeping alive this desire. But, in most cases, it is only the latter that we have to do. Every one at all conversant with children is aware of the intense curiosity and consequent activity they manifest from the day they leave the nurse's arms to amuse themselves with toys, till they enter our schools. Not content with a superficial view, they are not satisfied till they have "analyzed" their playthings to see what it is that rattles or squeaks or whistles. And how much they learn during these three or four years! The names and uses of almost everything around them, a vocabulary sufficient for all the purposes of practical life, and a recognition of nearly every grammatical form in the language have been acquired, chiefly through the curiosity of childhood, without any direct teaching.

And yet, no complaint is more common with some teachers, than indifference and want of interest on the part of pupils.

Is this because the subjects taught are uninteresting, or that the manner of teaching renders them so? Undoubtedly there is work to be done, work not always agreeable. In learning the elements of most studies, it requires much ingenuity on the part of the teacher to preserve an interest in the subject until the pupil has sufficient knowledge of it to find it interesting.

Yet children have the desire for knowledge. It is one of the strongest impulses of their nature, and it is only by the uninteresting drill and drudgery of the school-room, upon the dry husks of knowledge, that they acquire a chronic indifference to what, in itself, is interesting.

I have been much interested in the Kindergarten system, by Frœbel. His principle of organizing and guiding the activity of childhood, rather than repressing it, I am convinced, lies at the foundation of all good teaching, and of everything worthy of the name of education.

The recognition, too, of the fact that the child is a doer primarily, and a knower subsequently, or an artist before he is a scientist, is important in its relation to teaching. I have spoken of this in a previous report, quoting from a greater than Frœbel, to the same effect.

Much also depends on the spirit in which the exercises are conducted. The discipline of the school,—that is, the general tone and character of the intercourse of the teacher with the pupils,—has an important bearing on their intellectual activity. The mind cannot act freely when under the influence of fear or restraint.

Dr. Howe says, "Much idiocy is not organic, but only functional, and to be referred to coarse or harsh dealing with infants, paralyzing

their nerves of perception with pain and terror." And Miss Peabody adds, that "what produces idiocy in these extreme cases, produces chronic dullness, discouragement and destruction of all elasticity of mind in the majority of children."

I believe this to be strictly true; and when a teacher is continually harping upon the dullness and stupidity of his or her pupils, I admit the fact, and commonly find the cause in the same room where the effect is manifested. I know indeed no better test of a teacher than his opinion of the ability and character of children.

The teacher who has not faith in children will never secure their confidence, without which success is impossible. I think it is safe to say that nine-tenths of the complaints of dullness of pupils are the results of stupidity somewhere else. I have noticed that the best teachers are oftener surprised at the intelligence manifested by their pupils than by their dullness. And this is what we should expect.

Every child of ordinary intelligence is constantly surprising his parents and friends by the rapidity of his development and his new acquisitions. We are apt to attribute the surprise to the partiality of friends, and regard it as an indiscriminating, though amiable weakness. Yet parents and friends are not wrong in wondering at the intelligence of the child in whom they are particularly interested, but in not recognizing the fact that every child is a "wonder."

Every child is a new revelation to a small circle of friends, and it is only our own stupidity and selfishness that prevent us from generalizing, and seeing in the class what we see in the individual. Is it not possible that the child's processes of learning, by which he makes such rapid advancement, are superior to our processes of teaching? And might we not all learn much by a careful study of the operations and development of children's minds?

This was the great service rendered to arithmetic by Warren Colburn, and in examining a book recently published in England, and republished in this country, entitled "English Lessons for English People," I have been struck with the fact that the methods of teaching recommended are almost uniformly those adopted by the child in learning, before he enters school.

In fact, the author claims this as the highest sanction of his method. To give an example of the child's method of learning the meaning of words, I will take the word "burn." The child touches the hot stove and feels pain. His mother tells him "burn," and if he approaches the stove again, the word "burn," "burn," makes him careful and becomes associated in his mind with the pain. Then he hits his head against the table, or pinches his fingers in a crack of the door, and runs to his mother with "burn," "burn." He has now blocked out a rough meaning of the word, or, as a logician would say, assigned it

to a certain genus, "pain," which is sufficiently definite for his present purposes.

Soon, however, he observes that the pain caused by touching the stove differs from that caused by hitting the table, and getting his fingers in the crack of the door, and thus learns to distinguish between a "burn," a "bump," and a "pinch."

Now this way, in which every child learns the meaning of his whole vocabulary, is the exact method of logical science in defining.

The genus and the specific difference is the logical definition.

The same thing is constantly repeated in the history of civilization and the consequent growth of language. Every one in reading Trench's little book on the "Study of Words," must have noticed how numerous the words are, that, since the time of Chaucer, or even that of the translation of the received version of the Bible, have passed from a generic to a specific meaning.

*Superintendent of Public Schools.*—B. F. TWEED—*Third Report.*

## CONCORD.

One is hardly a good citizen, in any broad acceptation of that term, who really takes no interest in our schools. If he has no faith in the present administration of the school system, all the more imperative is it that he should labor, in season and out of season, to secure an administration in which he can have faith. If he sees mistakes in theory and errors in practice, then, candidly admitting the virtues which exist, he should help in all ways possible to remove the imperfections. It is a grave fault in any man or woman to be simply indifferent in this matter, or given only to carping and useless criticism. It is a grave fault not to be deeply interested, and not to give a generous support. Your committee have dwelt so long on this perhaps obvious duty, because they are sure that if they could make all our people recognize our Common Schools to be the grave, weighty, solemn, universal interest which they surely are, they might stop their report at that point, and say not another word.

*School Committee.*—G. REYNOLDS, *Chairman*; D. G. LANG, *Secretary*; ELLEN T. EMERSON, SAMPSON MASON, MARSHALL H. HOLDEN, HENRY F. SMITH, RUFUS G. CLARK, JOSEPH D. BROWN, WILLIAM H. HUNT.

## EVERETT.

*Recitations.*—The writer remembers in his school days of reciting pages of lessons perfectly; it was study lost; he committed to memory that which he knew nothing of. Five minutes' talk with his

teacher on the subject-matter would have given him more general information, and been of far greater service to him, in after-life.

We are glad to witness a growing perception on the part of teachers of the true uses of books, and of their place in the order of studies. The teachers have become interpreters, in some sense, of the text-books, and the recitations are rendered more lively and profitable in consequence; information has been methodized in the mind, a greater accuracy insured, a firmer grasp of subjects and pleasure associated with study. The text has been taken as a thread of conversation and a clew to the sense, the pupils being required to render this by translation or paraphrase. Conversation is the mind's mouth piece, its best spokesman; the leader elect and prompter in teaching. Practised daily, it should be added to the list of school studies; an art in itself, let it be used as such and ranked as an accomplishment, second to none that nature or culture can give. Let conversation displace much that passes current under the name of recitation,—mostly sound,—and a repeating by rote, not by heart, unmeaning sounds from the memory, and no more. Good teaching makes the child an eye-witness; he seeing, then telling what is seen, what is known or comprehended. "Take my mind, a moment," says the teacher, "and see how things look through that prism," and the pupil sees prospects never before seen or surmised by him, in that lovely perspective. Books were thoughts first, their contents the result of thinking; they should be baits for thought and study; the most successful teacher has a mind, whose thoughts are the substance of books; persons of good gifts having thoughts and feelings, and can impart them in a pleasant and agreeable manner; can dissolve the book and show its contents outside of its covers,—living minds to quicken and inform living minds. A boy's life, a maiden's time, is too precious to be wasted in committing words to the memory from books they never learn the use of.

*Chairman.*—JOS. H. WHITMAN.

### FRAMINGHAM.

*Drawing.*—Increasing attention is given to this subject by the State, and consequently in many other quarters. Towns of 5,000 inhabitants "may," and those of 10,000 "shall" employ a drawing teacher. The impetus of the law was at once felt. The teachers and children seemed to feel it almost before any action by the committee. The smallest children were found at the blackboards filling up waste moments and mingling recreation with study. Through all the schools, to the highest, increased attention to this branch has been given, and, in several instances a high degree of proficiency has been

attained. The influence of this, throughout, has been reflected upon the writing of the schools. Attention to drawing has increased the degree of improvement in writing, which probably was never so good in our schools as at this day. A teacher in drawing from the State Normal School has given instruction a part of the last year, and the engagement will probably be renewed.

*Object Teaching*.—The object lessons given to the classes of "Normal" Primary School, by members of the Normal School, are of much interest and value. They awaken the young mind, call out its powers and fix the attention. Something new is constantly presented, curiosity and interest are ever upon the stretch, and the young pupil often exhibits a considerable degree of keenness in forming his conclusions. The chief object in these exercises is to arouse and fix the attention, to cultivate habits of thought and inquiry, even in a small degree, and to break up the dull routine of the school-room. This course of instruction, in occasional lessons, and as time might allow, might be introduced into all our Primary and Intermediate Schools with marked advantage. Let the teacher, well prepared for the exercise, bring before the school or a class, a leaf, a flower, a branch, a vine, a mineral, a piece of wood, a stalk of grain or grass, or some one of the thousand objects in familiar existence, and draw out from the pupils everything they can learn of this object from close observation, filling the remaining minutes with a variety of useful instruction, and interest would seldom flag. If a certain amount of mathematical tables has been lost, something equally substantial has been gained. No matter if the pupil is put back a year in his advance, to a higher grade, the field has been better cleared and prepared for the future battle of life. The faithful teacher will find that preparation is necessary, but this preparation will bring its own reward.

*For the Committee.*—JAMES W. BROWN.

## HOLLISTON.

The first great want in all our schools is the hearty interest of the parents in the success of the school and their hearty and sustained coöperation with committee, teachers and scholars, to secure it. Such interest and coöperation will secure punctuality, regularity and order among scholars. Without these things good schools are impossible. Punctuality and regularity depend almost altogether upon the parent, and it is idle to expect children to be well-behaved and obedient at school when they are rude and disobedient at home.

The school should be the chief thing, the principal business to all attending it. Rarely should anything take precedence of it or interfere with its duties and requirements. School cannot wait for tardy,

delinquent and irregular scholars. Parents should remember this, and order their own conduct and the conduct of their children in accordance therewith. And they should also remember that by holding their children steadfastly to duty in school, they are establishing them in habits of untold value; for success in life depends upon habits of order, regularity, and steady and persistent work, and these are acquired nowhere so well and so easily as in school.

Such interest will lead parents often to visit the school, and to become acquainted with the teacher. Such coöperation will lead them to sustain the teacher and check the spirit of unfavorable criticism often manifested by the scholars.

The hours in school are enough. Time enough is spent over and with the books, but it is not spent in study. Let it be understood by parents, teachers and scholars that the school is a place for work. School hours are not for pastime and play. Recreation, exercise, play, belong elsewhere, and are amply furnished. The happiest scholars are those that work the hardest in school. The most interesting, wide-awake and easily-governed school is the one in which the idea of work is most fully realized. An idle scholar and a listless school are always unhappy and discontented.

The step from work to good work is easy. Accuracy and thoroughness are impossible without carefulness in study by the scholar, and instruction by the teacher. And accuracy and thoroughness are indispensable to mental discipline.

The object of schools is twofold:—first, to acquire information; and secondly, to make the process of acquiring information the means of disciplining the mind,—that is, of drawing out, sharpening, strengthening its faculties. And the second object is of more importance than the first. A trained mind is better than a merely informed mind. The first is always a power; the latter may never be such. But neither result,—accurate information, nor worthy discipline,—can be secured without careful study and vigorous effort. Let teachers infuse energy and life into their scholars, and keep their minds and hands full of employment, and our schools would assume at once a new and more hopeful aspect.

*School Committee.*—EDWIN F. WHITING, DANIEL W. FREEMAN, HENRY S. KELSEY.

## HUDSON.

We want good teachers in our Public Schools, and intend to employ only such if they can be had,—teachers who know beforehand what they are to teach, and know it well. There is an immense difference between a hesitating half-knowledge and a full ready knowledge of a subject. And the difference between these two mental states is the

difference between an incompetent and a competent teacher in this regard. And then, in these times, an applicant for a teacher's place should have some special drill for the service to be performed. There is no use in thinking as some persons do that a young man or woman, who has gone through the formal routine of the schools, even though everything in the books may be at the tongue's end, is necessarily fit for the work of teaching. By no means. Teaching is an art,—an art to be studied as an art, and to be practised successfully only after adequate study. Here and there a person may be found with an unusual natural gift for teaching, who by instinct, as it were, falls into or invents adequate ways and methods of imparting knowledge. But it is not so generally. And we feel every day more and more the importance of a thorough systematic discipline and drill in this particular, and must insist upon it more and more in selecting persons to put in charge of our schools. The Normal Schools founded and supported by the State are designed especially to supply the need in question; are armed and equipped for that specific end. And persons expecting to teach, and expecting to teach efficiently, should avail themselves of the privileges these schools furnish free of tuitional charges or of some similar course of training for the work. Not that all Normal School graduates make good teachers. Nature has decreed that some persons shall not succeed in that calling, as she has that other persons shall not succeed in other callings, having no native fitness for it. And all the machinery of the world cannot prepare one for what nature in the beginning made impossible.

*School Committee.*—WM. S. HEYWOOD, GEO. S. RAWSON, J. L. HERRIMAN.

### LINCOLN.

In a visit to a city school some months since, in which the pupils of several nationalities,—Irish, Germans and Jews, as well as Americans,—were taking their first lessons in the exercises and restraints of the school-room, we were impressed with the great power which in a few months the teacher had obtained over her little pupils, taken, many of them, from the poorest homes of the city. A fine scholar, and a graduate of one of the best seminaries in New England, she was more than content, she was happy, in teaching elementary lessons in drawing, the forms and sounds of the letters, and the simplest phonetic combinations; and into a monotonous routine, which to many minds would be unspeakably dull, she infused a life and an interest which would have challenged the admiration of any beholder. The dullest pupils responded to the magnetism of her cheery tones and winsome manner. We need not say that her teaching is successful, and her influence upon her scholars most happy. The secret of it is, that, with



sympathetic insight, she discovers something in her pupils which can be improved and ennobled; something in which she can be interested and for which she can labor. And by her patient devotion to them, she awakens and strengthens the better instincts and affections of their hearts, so that seldom, even with the most perverse child, does she have to resort to punishment to enforce her requirements. A work of instruction thus conceived and wrought out, has a wonderful transmuting power. Intellectual germs will unfold under such an influence like the buds in the spring under the vivifying rays of the sun, and still greater will be the influence upon the heart of the child, in which a true teacher will desire to nourish the benevolent affections and the moral sensibilities. And thus on the plastic child-nature, which so easily yields to the touch of the instructor, impressions are made which will abide during life.

*School Committee.*—HENRY J. RICHARDSON, SAMUEL H. PIERCE, WILLIAM MACKINTOSH, SAMUEL HARTWELL, OGDEN CODMAN, ABBY H. BROWN.

### LOWELL.

Children's minds will at once begin to adopt ideas and develop lasting habits, either good or bad. If a child learns at the outset that there is no irreconcilable enmity between the school and the playground, and that school is in its way pleasant and interesting rather than restraining and exacting; if his first steps in learning are made so attractive that he desires to be taught more and commences to steadily feel the sacred thirst for knowledge; if he acquires habits of industry and method, and comes to notice, investigate and compare the things he sees about him, and if he is trained to despise what is low and mean, and to honor that which is fair and good,—then has a foundation been laid fit for any superstructure that can be built. In the Grammar School and the High School, the child who has had this training, will show its good effects from one end of the course to the other, and will stand among his classmates like Saul among his brethren.

Such being the power of the Primary Schools over the whole course of education, they should receive the most liberal support and the most careful supervision of all our schools. For their management is required a peculiar order of teaching talent. The work is delicate and critical, demanding special ability. Many a teacher does well in the Grammar Schools, who is totally unfit for the charge of a Primary. Indeed, some of the older members of our Board favor the paying of higher salaries to the Primary teachers than to the assistants in the Grammar Schools. Is it not surpassingly strange that the idea has been quite prevalent in our community that almost any beginner or

'prentice hand, anybody's sister or cousin, or even teachers who had failed in the Grammar Schools, would do very well to take charge of a Primary School? Many cases can be recalled, too, where the change of successful Primary teachers to Grammar Schools has been urged on the ground of promotion! It is to be hoped that these schools will soon attain their proper place in the public estimation, that Primary teachers will feel that their transfer to any other grade is the reverse of promotion, and that vacant teacherships will be filled with the best talent attainable, leaving eleemosynary appointees to the higher grades if they must be had at all.

In the tendency of the times to lower the position of the Grammar Schools, it is apparently forgotten that what injures these schools, injures the High School in equal proportion. In view of the fact that less than one-tenth of the Grammar-School scholars ever go to the High School, it will be more readily conceded that the Grammar Schools should be made seminaries of a higher order than at present. We trust that it may soon be found practicable to add an advanced class to each one of them. As it is now, the branches which are recognized as the Grammar School branches especially, are so imperfectly pursued that each one of them has to be finished up in the High School. Here is a great waste of time and expense, so far as the High School scholars are concerned, but where does this operation leave the ninety per cent. of the scholars who never go to the High School to have their Grammar-School studies finished up? These children, with all their imperfections, go out to take their places in life, victims to the public pressure upon the Grammar Schools to send up, and on the High School to receive, a large number of poorly prepared pupils every year.

In these schools the study of language should be carried forward on a systematic and continuous plan. In every division of mental training, the vehicle of thought should be included. This should be the language as it is, not as it used to be, nor as we wish it might be. The student ought not to adopt a set of rules, and from these seek to establish the language, but, commencing at the other end, should study the language and from that deduce the rules: He should first become skilful in putting the language together! Taking it to pieces and parsing it, should be made a subsequent operation.

A man may attain great dexterity in pulling down buildings without becoming an architect, and may break up a dozen clipper ships without learning how to model a canal-boat. He may know how to rig and strip a vessel, to stow and discharge its cargo, to caulk and sheath its sides, to draught a chart and work a lunar, and even to build a light-house on a sunken reef in the ocean, and still not be a seaman. Nothing but long, laborious experience on salt water will make him that.

But we send a youth, alone, to navigate the great sea of the English language, with its diverging or conflicting currents, its occasional stretches of trade-winds interspersed with doldrums and cyclones, and its intermittent land-breezes, now sweeping along one foreign shore and now blowing off another, but dying away before the opposite coast is reached, and we prepare him for his intricate navigation with just such training as is above described as impossible to make a sailor. Sound theory is valuable, but abundant practice is indispensable. With youthful minds, let the practice come first and lead up to the theory. We do not think the English language can be thoroughly taught in any other way.

The present system of teaching our grammar starts with the statement that its function is to teach the pupil to write and speak the language correctly. As it fails to accomplish this end, it stands self-convicted as a pretender. Even its expounders as well as its pet students, are often entirely lacking in clearness and force, those great essentials of composition, and compare most unfavorably with editors, reporters and other practical writers, who often are ignorant of the technical rules of the schools. The fault is not in English grammar, but in the unnatural way of teaching it.

A familiarity with Latin is of very great value for understanding the derivation and force of many of our English words. The grammar of the two languages, however, is quite dissimilar. Latin is a simple language, minutely and systematically inflected, with its sentences and clauses framed after rigid rules. The English, on the other hand, is composite, is without inflections, and allows the widest latitude in the structure of its sentences. A steamboat and a sailing ship do not move on more unlike principles. Let our present grammatical system of Latinized English, or Anglicized Latin, go by the board. A manual of twenty pages will give all that our pupils need of a text-book, constant practice well criticised doing the rest. May we soon see our educators, with united action, giving shape to the views which are coming to be generally entertained on this subject.

Educators everywhere cry out against the bondage of schools to their text-books, and this board in various reports, has added its entreaty for a proclamation of emancipation. Some progress has been made, but it is very little. In our schools can be found teachers, including some of our oldest and some of our youngest, who teach from the depths of their own minds, throwing the whole of their personal magnetism into the operation. We have seen very animating exercises where the eye and hand were the members most used, the ear less, and the tongue least. Such teachers pursue the same plan that foremen do in training apprentices, or business men in instructing their assistants. They teach like Socrates in the Grove and Plato in

the Academy,—as Roger Ascham taught the classics without books, and as Agassiz teaches the pupils in his Museum.

This teaching is pretty rare, but it ought not to be. Why ideas should not be conveyed and thoughts drawn out, in the school-room, as they are in daily business of life, is a conundrum too hard to guess. The interest shown in any exercise by the teacher will beget a corresponding interest in the class. If the teacher is confined to questions and answers from the pupil's text-book, and manifests no individual knowledge on the subject, the class may be safely trusted to attain a high rank for indifference and ignorance. Every teacher should regard emancipation from the bondage of text-books, as the foremost educational reform of the day.

A step in this direction, and a very important step it is, has been taken in geography by the introduction of map drawing into all the classes of our Grammar Schools. This exercise has been brought to a high state of excellence, and has become equally interesting and valuable. The topography of the world is to be learned thoroughly only in this manner; then it may be lost to memory, but a score of years afterward, if the pencil is set in motion, the outlines will be reproduced, the fingers being true to their early training.

Similar in kind but far greater in degree is the benefit of general drawing. This should form a part of the training of every school, and be held as essential as penmanship. Pictures formed the first written language, and now, while some ideas must be conveyed in words, others can only be clearly set forth by the aid of pictorial representations. Drawing is an eminently practical art, and in an education for the pursuits of life, should precede all the isms and ologies, whether they rank as essentials or as accomplishments.

The time seems near at hand when the High School will require a department devoted, more especially, to the technicalities of industrial education. The general dying-out of the old-fashioned apprentice system, makes this want an increasing one. The Institute of Technology at Boston, the similar school at Worcester, the Rennsalaer Institute at Troy, and some lesser seminaries, have given technical education an impetus in which it is not to be supposed that Lowell, with her immense industrial interests, will be slow to join. But this is one of the movements of the day in which haste may make waste, and it is commended to the careful consideration of our successors.

This subject logically brings us to the consideration of the advanced education of young women. It is twenty-three hundred years since Agesilaus, King of Sparta, when asked what boys should be taught, replied: "The things they will practise when they become men!" The world hasn't acted on this principle much, for, until recently, our academies and colleges have endeavored to give their students a uni-

form education, and to turn out their minds exactly alike as the founder does his pile of cannon balls, in which he means that the calipers of the inspector shall find no variation.

The technical schools are bringing the education of young men to the doctrine of the king of Sparta, while Vassar College, Holyoke Seminary, and other excellent institutions are doing a like work for the other sex. But a class of reformers, as we learn them to be from their own announcement, are urging that the higher education for both sexes be not concurrent but coincident. Under their influence, several young women have demanded admission to Harvard, Amherst and other colleges, though we do not learn that any young men have asked that Vassar and Holyoke be opened to them, nor do we suppose that the demand, if made, would be complied with.

The advocates of the new policy do not recognize the fact that privileges may be equal or equivalent, and yet be distinct. But in proceeding to discuss the relation of the sexes in business affairs, they make an admission that seems fatal to their educational claims. They say, with perfect justice, that many positions in life are filled by able-bodied young men which ought to be reserved for young women; that employments requiring taste, delicacy, patience or quickness, rather than strength or deliberate force, should be filled by the latter sex. This very sound proposition concedes all that we claim on the educational question. If one sex is naturally adapted to certain classes of pursuits, and the other sex to quite different ones, the royal maxim above quoted, requires that the later stages of the educational training of the sexes, shall diverge according to this law of nature.

Not that proficiency in any science or study is to be considered profitless for each individual of both sexes, but as the years of academic training are few, a selection of subjects must be made. It may be of exceeding value to the average young women to be thorough in spherical trigonometry and the calculus, with skill in calculating eclipses, and to be a critical mistress of those dead languages that bring down to us the pagan teachings and obscene poetry of nations that, happily for the world, have long since ceased to defile its surface. It is, however, infinitely more desirable that she understand the science and practical workings of the world immediately around her; that she have a perfect familiarity with chemistry, the principles of which come constantly in play in the preparation of food, the care of clothing, the housewife's constant labors of renovating, purifying and preserving, and so many other processes of domestic life; that the principles of natural philosophy be equally ingrained, applicable as they are to heating, lighting, ventilating and the myriad operations of household handicraft; that physiology and the laws of health control every movement in daily life; that drawing, with judgment of

form and proportion, be as ready an art as penmanship and composition; that botany be so fully understood as to become a constant refreshment to the weary mind to the end of life; that the keeping of simple accounts be made a regular practice; and that history, physical geography and English literature, be so well mastered that conversation may have a substantial basis, the best current literature be appreciated and enjoyed, and the desire of children for information be pleasantly and profitably gratified.

Whatever pursuits prevent the mothers of the coming generation from receiving this education, are to be condemned like the tares among the wheat. Yet are tares good as a supplementary crop, and a breadth may well be devoted to them after a fair degree of culture has been given to the wheat. When we shall see a Lowell School of Technology, we trust to find in it a department devoted to the scientific preparation of young women for their great duty as the heads of families, adding, but not prefixing, as much additional culture as time may allow.

*Chairman Committee on Reports.*—JOHN A. GOODWIN.

*Teachers' Association.*—The Lowell Teachers' Association has been in existence three years. Its meetings are held in the High School-house on the first Wednesday afternoon of each month in term time, and continue one hour. Every teacher is considered a member. Attendance is enforced by no rule of the committee, as it is in many if not all the large western cities, but each teacher is cordially invited and cordially welcomed. The object of the Association is mutual improvement, by social intercourse, by discussions upon educational matters, by exchanging ideas upon methods of teaching and discipline, and by attempting to create an *esprit de corps* which shall banish jealousy and make each teacher feel personally interested in the success of every other. The object must be regarded by every reflecting person as a laudable one.

More than seven thousand children are yearly intrusted to the care of the one hundred and fifteen teachers. Some of these teachers have had long experience. But experience is not skill, and sometimes it may happen that the teacher of short experience may teach the old teacher.

At the meetings there have been many very interesting exercises. Essays have been read, methods of teaching explained, illustrated and criticised, and classes have been exercised by teachers of every grade of schools. The teachers of the High School have shown special interest in the meetings by their constant attendance and hearty co-operation, being always ready to occupy time when others fail. I believe we are doing a good work in the Association. I commend it to the fostering care of the Board.

*Superintendent of Public Schools.*—CHARLES MORRILL.

## MALDEN.

It should be remembered, both by parents and all others interested in our schools, that the daily task of a teacher is one of the most difficult and least appreciated, ever committed to a human being. What parent is there who does not know that the proper management of even one child is often extremely perplexing? Consider, then, what must be the forbearance, patience, wisdom, tact, and fidelity of that teacher who, lacking the advantages of the parental relation, successfully controls and teaches for five hours each day, thirty to fifty pupils of different sexes, ages, dispositions and nationalities, having all kinds of home-training, or perhaps none at all!

Do they not then deserve, and shall they not receive, the hearty sympathy, forbearance and co-operation of all those whose interests cluster around our Common Schools?

The support of schools at the public expense is justified on the plea of public safety. Ignorance is dangerous under our free institutions, therefore government taxes the property of all in order to provide means that all may be educated.

Shall we, then, permit those who most need the restraining and moulding influences of education, and who, without them, are most likely to become paupers and criminals, to neglect the offered privileges and to frustrate the benevolent aims of society? It does not need the aid of statistics to prove, that there are many children in our town, growing up in its streets and courts, who ought to be but are not members of our Public Schools.

The example of these truant children is exceedingly pernicious. Pupils who otherwise would be regular in attendance and faithful in school duties, are led to imitate their bad practices, and thus the evil has increased to no small magnitude. What can be done to remove this alarming condition of affairs?

This question has often demanded your attention. Cases of truancy are of daily occurrence, requiring no small portion of my time in investigation and settlement. To lessen, if not wholly to eradicate this great evil, I recommend that the by-laws of our town be amended in article VIII., substituting for section III. the following: "Any child between the ages of seven and fifteen years who may be found in any street or public place in the town of Malden, during school hours, and not giving a satisfactory reason for his or her absence from school, shall be arrested by any truant officer of said Malden, and taken to the school to which he or she belongs, and delivered to the teacher thereof. And any child who may be found absent as aforesaid, a third time, shall be deemed an habitual truant, and may be punished according to an Act passed by the said town of Malden, March 21, 1864."

With this by-law so amended, we shall have clearly defined who are to be considered truants, and shall thus be enabled to reach a class of children growing up in ignorance, who under the present by-laws are beyond our control.

*Superintendent of Public Schools.*—W. A. WILDE.

### MARLBOROUGH.

Our people vote money for schools with a liberality which puts Marlborough in the first rank of towns in the old Commonwealth so long distinguished for her liberal patronage of education. But another table shows, that while our people are ready to make great sacrifices for education in a pecuniary point of view, they do not use to their full extent, or anything like their full extent, the advantages which they themselves create.

The lamentable results of such irregular attendance is to be traced throughout our school system. Not only the absentees themselves are injured, but they inflict a great injury upon the class and school to which they belong. But this is not the worst of the matter. It cannot be said that forty per cent. of the children of our schools lose their recitations, or anything like it. This result has been brought about by the large number who do not attend school at all.

The right of the parent to control his own children is admitted by all; but that right, like all rights, has moral limitations. The child has rights and society has rights. The child has a right to such training as will fit him for usefulness and enjoyment in a civilized community, and the parental right of control is never more beneficially exercised than when it brings the child into the position of a regular attendant upon those means of culture and training which society has gratuitously furnished. The child has a right to education, because of the good it will do him in after years; in other words, children have a right to education because they are to be men and women.

Society has its rights, which also limit the parental right of control so eagerly claimed by some. So great are the social and economic values of education, so great is the influence of education upon the citizen of a republic, and so disastrous are the results of ignorance upon the highest functions and privileges of a freeman, that for the sacred keeping of liberty, order and morality, as well as for the best interests of the individual, putting it on the ground of utility only,—the greatest good to the greatest number,—society has, if not at present a legal, yet she has now a moral right of control, over those upon whose shoulders in coming time the great burden of political and social life is to rest.

We believe, therefore, that the only legitimate causes which can



morally excuse parents from sending their children to school regularly are sickness and domestic affliction.

*Drawing.*—During the past year, in accordance with a law of the State, drawing has been introduced as one of the regular studies. It may seem a slight thing, and of little importance. But drawing is in reality that branch of education which has to do with training the eye to see beauty, and to detect “deformed objects, ill designed fabrics, and incongruous colors,” and beyond this, it fits our workmen to make as well as to understand the designs they are to work from.

In nearly all our schools, there has been an exercise in drawing of thirty minutes, twice every week. And while it is a recreation, it has not been conducted as a mere pastime in which the children play for half an hour with pencil and paper, but a real work, educating the eye to see things as they are, and the hand to represent them. A work so entirely new, not only in Marlborough, but in the country, as that of teaching drawing in a scientific manner, has made the introduction of the study difficult and embarrassing; but the present outlook is hopeful and encouraging.

*School Committee.*—CALVIN STEBBINS, S. N. ALDRICH, P. A. McKENNA.

### MEDFORD.

When we consider the perfect and entire familiarity which the constant re-examination of the same subjects with successive classes brings to the teacher; when we think that year after year the same misunderstandings are to be corrected, the same faults of inattention to be cured, the same dullness of intellect to be quickened; we can form some conception of the call that is made upon the capacity of the teacher to interest, enliven and instruct those committed to his charge. This we conceive to be especially the danger of the graded system of schools. It is in effect carrying out to a very high degree the system of division of labor. Highly economical in its results, enabling, as it does, a specified number of teachers to superintend the accomplishment by a larger number of scholars of a given amount of learning, there is yet greatly increased danger that there will be a correspondingly diminished amount of true education, that awakening of the faculties, that development of the power of intellectual application, of intelligent analysis of the problems of science and the facts of life, which is the true object of education.

*School Committee.*—DANIEL A. GLEASON, JAMES E. HERVEY, B. F. HAYES, C. H. LEAROLD, E. N. CLEAVES, JAMES HEDENBERG.

## MELROSE.

The course in the English language, if persistently pursued during the four years, cannot fail to give the pupil a fair acquaintance with the best English authors, not by reading detached selections, but by the study of continuous portions. This perhaps is the only way to so cultivate the taste and the ear that one can discover the elements that constitute our best literature. This course of reading, combined with the instruction in elocution, is perhaps of greater educational value than any other school exercise, as it brings more faculties into play. While the one gives a just appreciation of the author's meaning, the other will apprehend the sentiment and secure quality and modulation of the voice. Says a distinguished educator, speaking of elocution: "As a means of culture, it has no rival. It opens to the pupil the richest treasures of thought and sentiment on all conceivable subjects. One who has command of a good elocution, can give by reading a more subtle analysis of a choice specimen of prose, or a beautiful poem, than can be imparted in any other way."

*School Committee.*—F. P. WOODBURY, NELSON COCHRAN, N. P. SELEE.

## NEWTON.

The committee wish to impress on the citizens the value and importance of the higher education to be attained in our High School, and even further in colleges, in order to insure the welfare and usefulness of their children, and the character and continuance of our free institutions and civilization. Of course if we fall in with the materialistic, or, as it is sometimes more graciously termed, the practical spirit of the time, and regard education only as a means of making successful business men of our sons, and enabling our daughters to make a respectable appearance in society, the arguments for higher education will be very much diminished; and, as regards boys at least, a commercial school might be the best thing with which to follow up the Grammar School. But on the only sound theory of education, that it is intended primarily and mainly to make the man himself more intelligent, cultivated and useful, and thus to promote the best good of the community, which does not consist principally in material prosperity but in the character of its citizens, and largely in their intelligence,—on this principle we cannot lay too much stress on the importance of thoroughness and completeness in the work of educating our children.

And we look with special gratitude and favor on the movement now making to secure this more generally to young women and girls. If

we take the most limited view of women's duties,—that which confines them mainly to home-work and the care of children,—we can hardly exaggerate the importance of breadth and elevation of culture, in order to secure the refining and civilizing influence that she should exercise over her husband and children; making her a fitting companion of the one, and a wise guide of the other.

One fact shows strikingly the evil of this early closing of children's education. Most of them, on leaving the Grammar School, have not yet got to the period when the tastes or habits are or begin to be settled; and specially they have not arrived at the time when maturer and higher tastes and sympathies are formed. They have not yet learned really to love and appreciate study and improvement. And so, if they leave it now, study is very apt to be something to which they look back with little interest; and they have no stimulus to keep it up, and with it everything bearing in the same direction of refinement and cultivation. But in the High School many of them do attain that stage, and acquire such habits and likings as lead them right on in the direction of culture and self-improvement.

We want, too, to see our High School more democratic, more generally attended by all classes, and especially by poorer and middle-class children. We wish to furnish these, by every means, that by which they may rise, both for their own sakes and for the constant strengthening of the higher classes by the infusion of fresh elements. And it is our desire, too, in the High School to bring them within the reach of such influences as to awaken in them the ambition to rise, and make the best of themselves. We recognize the difficulty of obtaining a thorough education for a poor boy, and the pressing temptation, both to himself and to his parents for him to begin early to work for himself. But these difficulties have all been met by others, and none have ever regretted the struggle.

As regards the selection of teachers, we are determined to exercise the utmost care to make no mistakes, and steadily to rectify those that are or have been made. As one means of securing good teachers, we have determined to establish a Training School. This will enable us to use such material as we have in our own town among the graduates of the High School, and also to secure more readily and surely teachers accustomed to our methods. Experience and observation teach that even a person with a natural gift for teaching, who has neither experience nor training as a teacher, wastes much time in acquiring right methods; while a person of only moderate ability may acquire these methods in a comparatively short time under careful training. But we think that practice, as well as theory and practice accompanying theory, is necessary. And hence we propose a Training School, in which the two shall be combined.

We wish it understood that we do not guarantee to those studying in this school positions as teachers. We intend to admit to it graduates of the High School, with the understanding that if they do well and promise well they will receive appointments in our schools as vacancies occur in the lower grades; and in any case they will have received instruction which may fit them to teach elsewhere if not here.

*School Committee on Annual Report.*—GEORGE E. ALLEN, ISAAC HAGAR, EZRA P. GOULD.

### SOMERVILLE.

Recent developments in the history of nations more strongly confirm the truth, so generally admitted, that the prosperity and permanency of any commonwealth can be hoped for only as its citizens are intelligent and virtuous.

Many of our wisest and most conservative educators are seriously entertaining the belief, that self-preservation will compel our government to follow the lead of Prussia and several other European nations in the matter of compulsory education. Cogent arguments are adduced in favor of such a course, and we entertain no doubt that the time will soon come when not only the necessity but the humanity of compulsory education will be admitted by reflecting minds all over our land, and suitable laws will not only be enacted but universally enforced, whereby every child not mentally or physically incapacitated will not only be provided with the means of education but will become educated.

Meanwhile, we will labor so to increase the excellence of our schools that few will be willing to forego their advantages. We will smooth the rugged paths of learning and render the ways of knowledge so attractive that they will entice those to walk therein whose feet would otherwise wander. We will omit no suitable means to maintain a healthy sentiment in the community, and to exalt the importance of education in the estimation of all.

*Writing and Drawing.*—Writing is well taught, and pupils are making commendable improvement in this important art.

Drawing is under the direction of special teachers. Very good progress is being made in most of the schools. This is comparatively a new branch of study, and the work that is being performed, even in the higher classes, is mainly elementary; and, like all pioneer work, is slow and exhibits but imperfect results. As pupils who are receiving the elementary drill in the lower classes are promoted, they will be prepared for more advanced work, and when they graduate will exhibit the full benefits of a thorough, systematic course of instruction.

Drawing is no longer an experiment, but a legalized branch of study for our Public Schools, and is gaining daily in popular favor.

We would counsel our teachers to omit no opportunity for qualifying themselves for what will be required of them in this direction.

Arrangements have been completed for an Evening School for instruction in mechanical or industrial drawing. We have secured the services of Mr. Lucas Baker, a highly accomplished teacher, and a gentleman in all respects worthy of public confidence. Drawing-boards, paper and squares, will be furnished at the expense of the town.

*Superintendent of Public Schools.*—J. H. DAVIS.

### STOW.

The present law requires the school committees of the several towns in the Commonwealth, to decide what books shall be used in the schools in their respective towns. Nothing can be more obvious than that such a disposition of this case will not secure to our schools the best class of books under all circumstances. The reasons are plain. School committees are selected from among the masses of the citizens, and many of them are not qualified to examine and compare text-books, and decide in regard to their fitness and qualities. Others, qualified for this work, have not the time to devote to a critical analysis and comparison, and the compensation allowed by law to the committee for services rendered, will not justify them in expending the necessary time and care which will insure the best results. Another consideration, equally important, calls loudly upon our legislature to effect a radical reform in the mode of selecting text-books for use in our schools. A large part of the population of this State are not free-holders, but are employed in the factories, and mechanics' shops of our cities and villages; and are frequently changing from place to place, imposing the necessity of a change of books for the use of their children in the schools, involving an expense which the parents cannot afford, and embarrassing our schools in their work. To remedy this difficulty we hope the citizens of this Commonwealth will demand a revision of our laws, and that the duty of selecting books for our schools will be committed to the Board of Education. We shall then have a class of books uniform throughout the State, and the best published. Our schools will be relieved from the annoyance and embarrassment of frequent changes, and the people from an oppressive burden of expense, from which they have a right to ask to be relieved.

In the month of May last, Hon. Elijah Hale, of this town, in conversation with some friends of education, proposed to give the town five thousand dollars towards the erection of a High School for the

benefit of the town of Stow, on condition that the town would raise an equal sum, to be held by a board of trustees, a permanent fund for the support of a High School in the town of Stow forever. Subsequently, Henry Brooks, Esq., offered to give one hundred dollars, and Hon. John W. Brooks one thousand dollars, for the same purpose, on condition that the terms of Hon. Elijah Hale were complied with on the part of the town. At a town meeting convened on the 24th day of May, 1871, it was voted "that the offer of Col. Elijah Hale, Henry Brooks, Esq., and Hon. John W. Brooks, of means for the creation and support of a High School, be accepted on the part of the town."

It was also voted "that the town treasurer give the town's notes for five thousand dollars, with interest payable semi-annually to the trustees, and pay the interest to them as it shall become due."

A board of trustees was appointed, to whom the donors committed the sums which they had severally proposed to give, the town treasurer having executed a note for five thousand dollars and placed it in the hands of the trustees, according to vote of the town; thereby placing at the disposal of the school committee for the support of a High School the income from eleven thousand one hundred dollars.

*School Committee.*—BURTIS JUDD.

## TOWNSEND.

It is undoubtedly useless to enter into the minutiae in regard to the "condition" of all our schools, but we think that statistics, like number of scholars, their attendance, together with the books used, the comparative advancement of different schools, the deportment of the pupils, and the condition of school-buildings, should be set forth with a moderation that need not disturb the most fastidious reader. The proper office of a school report is to set forth those "suggestions" which have been duly considered by the committee, so that these suggestions may be brought to the notice of every citizen, and insure the commendation of every individual interested in public instruction. Reports thus honestly and judiciously made must and will be read. Teachers, from a professional stand-point, will give them a candid consideration, and if anything like harshness sometimes gives a tinge to the criticism of any teacher, that teacher, if accustomed to self-examination and desirous of excelling in the duties of a practical educator, will be benefited thereby. "Suggestions" to parents, made in the right spirit, will generally be received in good faith, and often receive their coöperation with the committee. Parents, will you please read this report?

"To be good and true" are the lessons which should be taught first, and taught always.

Fathers, if you desire that your sons may honor the name which you will leave to them,—if you wish that they should fill respectable positions in society, or add to the happiness of their fellow-creatures,—by all means teach them, by precept and example, that hand-labor is honorable. Give them some trade or profession in which they will fully know what an earned dollar is worth. Make your firesides so attractive with books, wisdom and paternal affection, that there will be no dislike for home and its surroundings; and mothers, you who are greatly responsible for the moral status of these sons, redouble your exertions for their welfare. See that the truth “wells up” from clean hearts; that they have a conscience. Teach them that all the blandishment of literature, the boastful pride of science, or the precision of the mathematics, are as nothing to them unless they possess simple integrity of character; and above all, teach them that mere intellect is a blind giant, cold and often repulsive, which should never be permitted for a moment, to supersede forgiveness, love, charity, or piety.

*School Committee.*—ABEL G. STEARNS, I. B. SAWTELLE, OLIVER PROCTOR.

### WAKEFIELD.

*Truancy and Absence.*—The evil of truancy has not diminished. Ignorant boys may be seen every day in our streets with nothing but mischief to occupy their time. Their parents are too indifferent to their welfare, or too imbecile to send them to school. Though they are often taken there by the truant officer, whose services have been arduous and valuable, many of them play the same trick over again the first opportunity. Wherever there is a dog-fight, or a wandering vagabond with a hand-organ and a monkey, there may be found the truants. These boys are making fearful strides to the almshouse or the jail. It has been ascertained that eighty-five per cent. of the criminals in New England never learned to read! Like causes produce like effects.

We are pained to record the fact, that in the town of Wakefield, about two hundred children of school age, have been absent from school the entire year. The law forbids the withholding of children from school, but it fails in not providing for its strict enforcement. It is hoped that the legislature now in session will not fail to provide a remedy for so monstrous an injustice to the rising generation.

Parents sometimes plead their poverty as an excuse for withholding their children from the Public Schools. Those are not often the poorest persons that offer such an excuse, but they may be the most avaricious. The children of some of the most indigent parents are among the most constant in attendance. Such parents are wise and

prudent, as well as just. They know that ignorance will keep their children always poor, whereas education will enable them to support themselves, and, in turn, aid those who sacrifice so much for their children's good. It is a source of deep regret to your committee that young children can obtain employment to keep them away from school.

*School Committee.*—P. H. SWEETSER, *Chairman*; CHARLES JORDAN, CHAS. R. BLISS, *Secretary and Treasurer*; E. A. UPTON, LUCIUS BEEBE, A. A. FOSTER.

### WALTHAM.

Many parents in this town send their children at certain seasons of the year to work in the factories. Unless they are compelled to do this by absolute necessity, we think it a mistake thus to break in upon and interrupt their children's education. The time lost from school is of some importance; but this is not the greatest loss; the habit of study and application is lost, or never formed; the scholar falls behind the companions with whom he commenced, and becomes discouraged and ceases to exert himself. A few dollars may be gained by the parent, but the child is deprived of that thorough education which, looking at it merely in a pecuniary view, might be worth thousands of dollars in after-life. Let the scholar attend school regularly, if possible, till he graduates at the Grammar School, and then, if he has properly availed himself of the advantages offered, he can commence life with tenfold the chances of success which he would have without that education. If the parent cannot afford to send the child till he graduates at the Grammar School, let his attendance be continuous and unbroken as long as possible.

*School Committee.*—CHARLES A. WELCH, *Chairman*; EMORY W. LANE, *Secretary*; GEO. HASTINGS, J. W. WILLIS, BENJ. WELLINGTON.

### WATERTOWN.

*Salaries.*—In the matter of salaries your committee most heartily endorse all that has been said or written upon the subject by previous committees. The one cause above all others which has hitherto shut out leading minds from the profession of teaching, has been the inadequacy of the compensation. "That the cheapest was the best," which seems to have been at one time the rule, has lost much of its power, and towns and communities are fast awakening to the fact that if they would have good teachers they must pay good salaries, and that parsimony in the matter of salaries, buildings, apparatus, books, or any of the varied appliances of education, is but suicidal



economy. "The laborer is worthy of his hire," and if you would command first-class brains you must pay first-class prices.

When communities awake fully to the fact that they must pay for what they receive in the department of education, as in other professions, we shall see teachers fully and fairly compensated, and not till then. The community must be brought to see that the education of their children is the most important object of their lives. And when they shall be brought to this, we have no doubt that they will at the same time be willing to pay a fair remuneration for the services received. And when we shall have done this, when we shall have made the profession of teaching equally honorable and equally remunerative with other professions and pursuits, we shall be able to command equally with other professions and pursuits the attention and services of first-class abilities.

The most costly instruction paid for is that given by inexperienced and incompetent teachers; the scholar suffers all his life from errors contracted in his youth, and often two years' attendance at school is of less advantage than one would have been under a faithful and competent teacher.

What the town, the State and the whole country need in education, as in all reforms, is teachers who go far beyond the present idea, leaving a mark towards which the nation slowly toils; teachers who will open new paths for the nation's advancement; teachers who having seen with the clearness of a demonstration the possibility and necessity of their plans will, in spite of every opposition persist until they triumph; teachers who act as well as think; teachers who can put on the mantle of Horace Mann, and not lose themselves in the mighty folds of its greatness. What we need is a truer education and a purer manhood, and, as the standard changes with the advance of civilization, we need those endowed with an ability and a power to grasp new ideas, and turn them to the common benefit,—those who will work with heart, mind and hand for the one great object, unwarping either by sectarianism or sectionalism. The present condition of society is to a large extent the result of the education of the past, and just so truly must the education which we confer upon our children to-day, determine the condition of society for the future.

*Chairman School Committee.*—H. J. EDWARDS.

### WINCHESTER.

In most of our schools there has been progress during the past year, in one very important direction. There has been an increase of direct instruction from the teacher's lips, and a diminished bondage to recitations from the text-books. The fact that the pupil requires to

be taught how to study has been more adequately recognized, and the teachers have adapted their work to this fact, with a good degree of intelligent zeal.

Assuming that in the instruction of the young, the order of effort should be, the formation of the child's character first of all, the inculcation of correct morals, the culture of his instincts and impulses, and their direction toward piety and truth, and then the growth of his physical and mental powers in their necessary connection, the refinement of his thought and manners conjointly, the improvement of his benevolence and taste,—it remains to inquire by what process can this great work be the most speedily, economically and surely accomplished.

There is a natural order of acquisition, as there is a natural order of growth. Sensation precedes perception, perception reflection, and so on to the higher exercises of the reason. The only avenues to the child's mind which can be considered as fully open, at his entrance upon the work of the school, are his senses and affections. He is therefore to be taught, if taught at all, to perceive and to love. Very little can be comprehended by him which is not visible, or in contact with some of his senses, or conveyed to his affections through the unaffected offices of love.

By such means attention is to be gained and the power of attention cultivated. The idea or image once successfully formed in the child's mind, is next to be framed into thought by means of language. Hence the instruction can be oral only, and the beaming face, the clear, engaging, well-toned voice of the teacher, and her pure, intelligent and intelligible language, are the instruments to be used,—instruments upon which no refining of the material or perfection of burnishing can be unprofitably expended.

When we describe the effect of contact with good society, we ordinarily characterize the formative influence exerted as silent influence, as if it were the presentation of models, the contemplation and imitation of which wrought the improvement in the child's thought and manners; but it is the rather what is inculcated, taught, by the living melodious voice, the well-chosen and accurately graphic words, the appropriate and demonstrative gesture, the revealed glow of the soul through the eloquent eye, that possesses the real transforming power.

What is thus so obviously true of the early work of the school-room, where no books or abstract axioms can be employed, never ceases to be true throughout the whole course of school experience. And as the mother, the child's first teacher, gives form and character to its opening mental and moral life, so it is, onward to manhood, the living teacher, more than the book that determines the successful education of the pupil.

The oral instruction of an intelligent, well-balanced teacher, whose own instincts and impulses are pure and true, whose spirit is refined by his own love of knowledge, and of truth, whose heart is open at the same time that his lips are employed, whose language is accurate and chaste, is of incomparable value in the school-room. Relatively to the value of scientific attainment, the ability to infuse the minds of his pupils with one's own estimates of character and ardor for knowledge stands immeasurably higher.

The present call for what is called "Industrial Training" seems to result from a quite general discontent with the restricted character of our graded school training, together with the feeling that it is more in harmony with our American life, that children should be trained specially for the occupations before them. With respect to the first of these causes the conviction is already expressed by our prominent educators, in strong terms, such as: "We require a different organization of our schools." "There must be a change in this country in our modes of teaching." "Our system is empty and profitless, compared with what it might be." "The 'great results' so much vaunted, are pretentious, shallow, and unsatisfactory."

Abating the needless harshness of these expressions, there remains enough to indicate the need of such a reconstruction of our school course, as may relieve it from the charge of withholding from the child what his capacity, his actual thirst for knowledge and his instincts naturally demand.

The introduction of drawing into the curriculum, must of itself work a radical change in school work. It opens new fields and regions, new modes of school-room thought.

What the child learns to do becomes at once a possession more positive and permanent than the thing he has simply learned to understand; and by doing, the ability to do is rapidly and surely increased. Drawing, the preliminary of construction, properly taught, becomes in the pupil's hand both an aid and a guide to his studies in most of the branches of the course. Its relation to the memory is another of its important advantages.

With respect to any scheme for converting our Common Schools into what is intended by the term industrial, or any attempt to divide our pupils into classes to be trained for particular trades or occupations, it will be found too impracticable to justify any serious discussion; yet it may be a wise mode of public educational effort to establish a few industrial schools for pupils who have attained sufficient elementary education to have developed decided abilities and tastes for particular departments of industry.

## WOBURN.

It is exceedingly gratifying to know that more than eight per cent. of all the pupils in town attend the High School. Six per cent. is a fair average, I think, for other towns. The standard of scholarship will compare favorably with that of similar institutions. Of the last graduating class, four young men passed satisfactory examinations and were admitted to college,—three to Harvard and one to Amherst.

Of recent graduates, eleven are pursuing a college course, several of whom have received the honors for scholarship. This tendency on the part of the young men to obtain a college education reflects much credit upon themselves and does honor to the town; the influence of which will be widely felt for good hereafter.

Forty-eight were admitted to this school in September, upon the merit of their scholarship, as shown by frequent examinations throughout the year. This plan of admission differs from that of former years, and is a more correct and just basis of promotion. The age of some of the pupils on entering is a little too young, but this fault will be remedied by the addition of another year to the Grammar School.

Twenty pupils were graduated in June,—eleven males and nine females. It is quite unusual for the young men to exceed the young ladies in number. Of the latter, six are now in the Training School. This school is in a very prosperous condition.

*Course of Study.*—In accordance with a vote of the school board, the Grammar School course has been extended from three to four years. It is a change much needed and will afford pupils a better opportunity for preparing for the High School, without being overburdened with study at too early an age. It is also in accordance with the practice elsewhere. It has been the aim to adapt the course to the need of a large class of pupils whose education does not extend beyond the Grammar-School, and at the same time to render it the most useful to such as desire a further continuance of study in the High School.

*Superintendent of Public Schools.*—E. H. DAVIS.

## NORFOLK COUNTY.

## CANTON.

One great fault in nearly all our schools is, that the teachers place too much dependence upon their text-books. Having in many instances been taught from books alone, they know only how to teach from books. The true text-book is the living voice of the teacher. The making and vending of school-books has degenerated, till it has become a branch of trade but little elevated in character above the making and vending of quack medicine. Reform must come from the teacher. Books are poor attempts to make up for his inability to be his own text-book.

There are many unnecessary complications in our arithmetics. Our geographies and histories are filled with many useless details; and it would not be a bad plan to substitute for some of the dreary technicalities of grammar the practice of the art of "speaking and writing the English language correctly." Pupils often have a dislike for the study of grammar, which is not greatly to be wondered at. They learn definitions and formulas, and are made to repeat rules, but they might as well, in many instances, spend so many hours in committing to memory a table of logarithms as for any good they receive.

*Superintendent of Public Schools.*—T. E. GROVER.

## COHASSET.

The practice of retaining the same teachers in the same schools, year after year, has many and great advantages. It has helped very much the good order and progress of our schools. Most teachers fail in government, and in a proper appreciation and understanding of their work at first. Teaching is an art which can be learned, in most cases, only after years of practice, joined with patient labor and earnest effort, with frequent mistakes and failures. Some of those who have been numbered among our most successful teachers, in the first years of their teaching met with great difficulties, and only by patient perseverance learned to govern and teach their schools well. Then, by long association with their pupils they learn their dispositions, capacities and needs, and how they may best assist them; while, on the other hand, the children learn to understand their teachers, and acquire confidence and respect, and often deep affection for them. A

faithful and devoted teacher will, therefore, be growing more efficient and useful year by year.

But it may be said, in reply to what has been urged in behalf of a higher and broader education in our schools, that the teachers are neither qualified for this larger work and more liberal teaching, nor have they the means and opportunities to gain information and fit themselves for their work. This is true; and as a means of fitting themselves for their work, there is needed in the town, for the use of the school teachers, and also for the use of the children in our schools especially of those who are seeking to enlarge their acquirements and to supplement the elementary instruction acquired in the schools, and for the use of all the people of the town, a well-selected library of standard books.

It should contain the best books on the sciences, on the applied arts, on natural, civil and ecclesiastical history, on geography, geology, agriculture and horticulture, and on literature, together with the standard works of the best authors, ancient and modern. In addition, it should contain a good collection of books of reference, books where teachers and others might gain information on all subjects of interest and inquiry. Such a library would do much for the improvement of our schools and for the general culture and enlightenment of the people of the whole town. New books should be added every year, giving to us the latest intelligence of the scientific, industrial, political and literary progress of the world. The town should make a liberal appropriation for such a library, which might be increased by private contributions. In addition, large numbers of state and national documents might be procured and preserved where they would be accessible to all.

*School Committee.*—JOSEPH OSGOOD, LEVI N. BATES, EDWARD TOWER.

## DOVER.

It seems to us that the great defect of our schools at present, and the defect requiring immediate attention, is the shortness of school terms, compared with the length of the vacations. We have only thirty weeks term time, to twenty-two weeks vacation. The very statement of the case is enough to show the utter inadequacy of our system to produce good scholarship, even allowing that the pupils do the best they can with the privileges granted them. They do and must forget in vacation a large portion of what they learn, or rather half learn, during their short term time. We recommend most earnestly that an appropriation be made by the town, so that we can have ten weeks more term time.

*School Committee.*—A. W. SHUMWAY, JOSEPH A. SMITH.

## FOXBOROUGH.

*A Substitute for Truant Officers.*—In many towns truant officers are appointed to coöperate with the teachers in securing the attendance of absentees, and to look after actual truants, and either compel their attendance, or secure their conviction and sentence to some reformatory institution.

Instead of such an office for this town, the committee recommend, as a substitute, the following :

1. Let us build, as early as possible, a sufficient number of good school-houses, to accommodate all the children of school-going age.

2. Let these houses be pleasantly finished, and the rooms be provided with all necessary appliances for comfort, health and study.

3. Let the yards and play-grounds be carefully laid out, and well supplied with shade-trees,—perhaps with some ornamental shrubs, plants and flowers. Instead of breaking and destroying these, the children may be allowed to assist in planting them ; and as a special reward for good attendance or good conduct, they may alternate in taking care of them. The pupils of the several schools, and the citizens, will gladly furnish these things without expense to the town.

4. Let us annually appropriate, or raise by private subscription, for two or three years, one-half of the amount that would be required to support a truant officer, to be expended in maps and charts, and a few choice historical pictures or other works of art, which shall adorn and attract, at the same time that they aid in giving instruction. To some this may seem a novel suggestion. In our town it is novel, but not elsewhere. In many towns the school-room vies with the home in its attractiveness ; and why should it not ? We ask every citizen, and especially every parent of Foxborough, Why not ? Why should not twenty or forty families together do as much to adorn the room where their children are to spend so much of the best of their lives, as any one of them would for a single room at home ? Why not ?

*School Committee.*—D. B. WHITTIER, JOSEPH E. POND, JR., WILLIAM H. THOMAS, HENRY T. COMEY, MANLEY GROVER, EDWIN W. CLARKE.

## HYDE PARK.

The advantages accruing from the introduction of a well-defined course of study, and the adoption of a practical system of grading and classification, have been unmistakably shown in the working of our schools during the year just closed. But few of these advantages can be detailed in this report. Notably among the more important are the greater regularity and thoroughness with which scholars and

teachers are enabled to perform their labor, the valuable time saved in organizing classes and adjusting the studies and recitations of each, the constant improvement secured, and the ease with which scholars can be transferred from one school to another without interrupting their progress.

Scholars removing from one district of the town to another will find classes in the new school similar in degree of advancement to the ones they have left, thus avoiding the stoppages and discouragements in the prosecution of their studies inseparably connected with the working of the old system.

Under the existing regulations each teacher's work is laid out and arranged for the year; hence all know just how much and what they are expected to perform. This plan affords excellent opportunities for judging of the comparative merits of teachers.

*School Committee.*—OREN T. GRAY, *Chairman*; AMOS WEBSTER, *Secretary*; PERLEY B. DAVIS, MARTIN L. WHITCHER, W. H. H. ANDREWS, JOHN D. SHERMAN.

### STOUGHTON.

The process of cramming may possibly answer for some of the domestic animals, but it is a poor substitute for education, when applied to children. It distends without strengthening the mind, and gives a show of growth without any healthy or permanent enlargement. A few correct habits of study thoroughly formed, a few principles well illustrated and enforced, are worth more as a ground work of education than any quantity of mere facts.

The study of drawing, which has been placed by the legislature among the required studies, has received in several of our schools faithful attention; and enough has been already done to show that there is no lack of ability in our children to make proficiency in this valuable study; while in some instances a decided talent for it has appeared. The great difficulty at present in the way of successful teaching of drawing is the want of qualified teachers. This difficulty will in time disappear, as those expecting to teach for a term of years will include this branch in their preparatory education. At present it must be taught by printed copies, as writing is generally taught, and much can be done in this way when the teacher enters honestly and earnestly upon the work.

*School Committee.*—HENRY C. KIMBALL, ISAAC SWAN, C. DYER, Jr.

### WALPOLE.

Teaching in our schools, as a general rule, is too mechanical. Teachers are too dependent upon text-books. As Daniel Webster



said of true eloquence, "it must exist in the man, the subject, and the occasion," so we say of teaching. It is a gift, and one to be cultivated. The best teacher is he who can awaken a love for study in the minds of his pupils.

Among all the schools in our land there should be one, at least, to teach children how to learn. In that school there should be such teachers, and such only, as were foreordained to be teachers and nothing else. They should be those who have had a divine call to teach, and who have heard it deep in their own hearts, and who are so impressed with it as to experience no peace whenever they are tempted to do aught else. This should be the model school, where all teachers should be permitted to go to catch, if possible, the true contagion for teaching. For it is not so much profound knowledge that is wanted in order to teach successfully, as wisdom and a knowledge of human nature. The teacher who, so to speak, can provoke a desire for knowledge in his pupils, is the right sort of a teacher.

*School Committee.*—W. B. SMITH.

### WRENTHAM.

*Supervision.*—The wisdom of a careful and thorough oversight of our schools can hardly be over-estimated. The selection and appointment of teachers, the arrangement of courses of study and designating of school-books, the visitation of the schools, attention to the outward means and appliances which shall insure comfort to teachers and scholars, and facility for the successful accomplishment of their work, —these, with the minutiae of incidental matters, which, like pins in the frame of a building, are indispensable, though hid from view, —may well be imagined to require patience, discretion and painstaking effort. Sometimes the task is as delicate as it is difficult, —misapprehension and censure awaiting the impartial servant of the public as his more than possible reward.

The sentiment appears to be adopted by the highest authorities that "the most important branch of administration, as connected with education, relates to school inspection." If this be a correct view, we may surely bespeak for the "school committee," always, a fair share of considerate regard, and a very general and cordial coöperation.

*For the School Committee.*—H. R. WILBUR.

## PLYMOUTH COUNTY.

## BRIDGEWATER.

During the past year, every teacher has been requested to send the committee a written monthly report of the progress of each class in his or her school. The advantages derived from this system of monthly reports are certainly very valuable to the committee. By them they are able to judge, and also to compare, the ability of pupils in the different schools, as the text-books are the same in all the schools. Not only this, it affords an exact record of the teacher's ability and success; still farther, the committee are enabled to select from the lists and registers the names of those best fitted for the High and Grammar-School examinations. The teachers' monthly meetings have been continued through the greater part of the year. These have proved so useful that it is proposed by the committee not only to request but require each and every teacher to attend them during the coming year. By means of these meetings, the general exercises in all the schools have been on the same subjects, and this method seems to have been entirely successful. During the spring term, the exercise was on "Government," and the committee hazard the statement that the pupils know more about the names and duties of town, county and state officers than most of the parents or citizens of the town.

*School Committee.*—E. H. KEITH, LAFAYETTE KEITH, P. D. LEONARD.

## EAST BRIDGEWATER.

In the teaching of reading, some permit the learner to utter the mere words, without directing him first to study for the meaning. Hence he makes the performance a mere mechanical exercise, repeating the words in a monotonous tone, with scarcely more interest than he would feel if he were reading in an unknown tongue. Hence we seldom hear really good reading, either within or outside the school-room.

And the fault is not, in our judgment, in the want of voice, or suitable books; but from lack of proper training and drilling. Teachers find this branch attended with peculiar difficulties. Hence so few are found who teach reading well. Among the first things requisite is, to have no lesson read without conveying as much as possible of its meaning to the understanding of the readers. This, attended with

constant drill through all the grades, would naturally lead to correct emphasis, inflection, enunciation; and the monotonous mumbling of mere words, too often heard, would be broken up.

That only is true teaching which leads the learner to make acquisitions by his own exertions, and thus awakens the desire for still further attainments and increases the ability to make them; so that the teacher should do all in his power to encourage in the pupil the process of self-development.

Let the teacher direct the pupil what to study; but, more than all, awaken if possible a passion for knowledge, and stimulate the mind to the practise of self-reliance, as chiefly important.

*School Committee.*—BAALIS SANFORD, *Chairman*; MOSES BATES, *Secretary*.

### HANOVER.

Take two nationalities, England and Switzerland: England spends more than five times as much on pauperism and crime as on education; and Switzerland spends seven times as much on education as she does on pauperism and crime. The difference lies in this. England neglects popular education, while Switzerland cherishes and extends it to every individual, and the result is she has the most liberal government in all Europe,—a government for the people and all the people for the government. Hence there is a free press, free speech, free schools, freedom of religious thought and action, and free travel, without the European nuisance of passports, and searching of baggage. Her roads too are the best, and these with her most costly suspension bridges are free to the public. Railroads wind through her valleys and climb her difficult mountain-passes, and her telegraph system is widely extended and complete. The Swiss have learned, what all other nations must, that ignorance is waste, weakness and crime, while education is economy, strength and prosperity. Switzerland has less pauperism, less crime than any other country on the continent of Europe.

This fact ought to be sufficient to illustrate the wisdom and economy of our Common-School system, and to secure for it the most liberal things that can be devised. Money spent here will pay larger and better dividends than in bank stocks, railroad or government securities. To withhold here will inflict a wound upon the community and nation which no human progress can heal.

*School Committee.*—ANDREW REED, JEDEDIAH DWELLEY.

## HINGHAM.

*Expenditures.*—The only extraordinary expense incurred during the year, was for the digging of a well for the Centre Hingham school-house. Some of the schools still depend for water upon private wells. Your committee earnestly urge the town to make a special appropriation of money to provide every school-house in Hingham with a well of good water.

*High School.*—Your committee have received a communication from the chairman of the High-School building committee, stating that the building would be ready for occupancy about the fifteenth of April.

It can be confidently asserted that the simple hope of having a High School has exerted a beneficial influence upon the lower grade of schools already. A teacher of one of the Grammar Schools makes use of this language: "You cannot estimate the amount of good which this High-School movement is doing in my school. Dull and negligent pupils have been stimulated to industry by the hope of entering that school."

*Attendance.*—The greatest want of our schools is the more faithful attendance of their pupils. It may seem a small matter to many parents to keep their children away from school two or three days in the week, or two or three weeks in the term. They seem to forget that the children are instructed according to a carefully prepared plan, which the frequent absence of the pupils seriously deranges. If any one will take the trouble to examine the various school registers, and inquire into the general character of the pupils, he will find that, other things being equal, the children most regular in attendance are not only the best scholars (for this is a matter of course), but they are distinguished for their uniformly correct deportment! Of course there are some exceptions to the rule. But the fact itself shows conclusively that there is something in the simple influence of the school-room which tends to promote habits of order and obedience. During the last term, an unusually large number of pupils were absent on account of sickness; but the committee are assured that numbers of children are habitually kept from school to attend to the most trivial household duties. This is to be warmly deprecated.

If parents have a real desire to see their children advance in learning, they must be willing to sacrifice their own interests and convenience in order that their children may regularly attend school. The committee hope that this subject of absenteeism may be discussed at the March meeting, and some measure adopted by which the crying evil may be lessened. Neither individual cupidity or ignorance should be allowed to defeat our plan of universal education. The committee

are convinced by their experience that in a large majority of cases the delinquency of school children (especially in the matter of regular attendance at school) is directly chargeable to the negligence, indifference or positive opposition to the school system, of parents and guardians! Certain it is, that no ordinary child will feel the importance of his studies if his parents habitually subordinate those studies to the smallest domestic concerns. If a general feeling exists, that pupils have not enough time out of school, let that feeling find expression at the annual meeting, and the committee will gladly shorten the school sessions, so that all the children may have the benefit of uninterrupted study.

*School Committee.*—HAWKES FEARING, HENRY SIDERS, JOHN C. GARDNER, A. G. JENNINGS, JOHN SNYDER.

### KINGSTON.

By a law of the Commonwealth, approved May 16, 1870, drawing is placed among the branches of learning which are required to be taught in the Public Schools, as truly as reading and spelling, arithmetic and penmanship. The matter is under advisement at the present session of the legislature, to aid still other manual exercises. The school committee of Kingston, though a little dilatory, have endeavored, during the past year, to comply with the statute already enacted. The same cards and books of drawing that are extensively used in the cities and other towns of the State, have been adopted; and I am happy to say, that with only here and there an exception, both parents and children have most cheerfully concurred in this progressive measure.

The first lesson in drawing, the A B C of the art, is to make a smooth, straight line of a particular length, and in a particular direction, whether perpendicular or horizontal. Even this demands close attention, accuracy of judgment, and steadiness of nerve. It calls into play both the perceptive and imitative powers. Thus we expect the best draughtsmen to become the best penmen. They will be better prepared for a thousand duties of practical life, whatever the future calling. Those parents whose only ambition is to make their children "hewers of wood and drawers of water," will do them a signal service in encouraging them both to carve and draw. It is certainly a great accomplishment and source of pleasure to be able to sketch from life scenes of beauty, and to portray with the pencil what could not be adequately described in words. We hail drawing in the Public Schools, therefore, as an omen of good. Of course complete success can be secured only after years of trial, and only when our teachers are thoroughly trained, and enter upon the work with the same zeal as upon any other branch.

But, it must be admitted there is danger, as in all new things, that this matter be carried too far. Those studies which are designed for pure mental discipline, may be pushed aside for mere physical training. In unfolding the whole man, the soul is first and foremost to be educated. Its seat is at the centre, and it permeates with its vital influence every nerve and muscle, every sense and limb. If the soul be not educated, therefore, nothing is. The ideas that studies are not practical, which do not immediately concern the every-day business of life, is an egregious mistake. Whatever strengthens the powers of reason and memory, develops and purifies the imagination, gives correctness and force to the speech, renders the manners more engaging, or the conscience quicker in the perception and discharge of duty, is of incalculable value. All true education has the child himself for its end, to open up before him in every walk of life new sources of refined pleasure and of lasting profit.

*Superintendent of Schools.*—JOSEPH PECKHAM.

### LAKEVILLE.

In closing the labors of the year, the committee take great pleasure in being able to report so marked an improvement as evidently exists in the condition of our schools under the working of the new system. It was hardly reasonable to presume that so radical a change as was brought about by the abolition of the district system would at once commend itself to the good opinion of every individual in the community. We are a practical people, strongly attached to old customs, and are hard to be convinced of the utility of change, except by practical tests. The experience of the past few years has furnished us ample means for judging between the merits of the old as compared with those of the new, and so far as the observation of the committee extends, "the sober second thought of the people," which is said to be always right, is most decidedly in favor of the new. Teaching has become an art, a profession,—the different grades of teachers commanding salaries ranging all the way from thousands down to a very few hundreds, according to professional rank. In procuring teachers for our schools, the committee have always aimed at securing the best that the most advanced state of public opinion would warrant them in paying for.

*For the School Committee.*—M. HASKINS.

### NORTH BRIDGEWATER.

*Primary Schools.*—We feel that special attention is due to our Primary Schools. They have not hitherto accomplished what we may expect them to do in the future. They have been contending with

obstacles, many of which we hope will now be removed. They have suffered from altogether inadequate accommodations, from the want of such aids to instruction as are now considered absolutely essential, and by the fact that our teachers have had few opportunities to become acquainted with the modern methods of conducting them. It is now the conviction of our best educators, and it is apparent to every one who will reflect upon it, that the very best instruction should be given in our Primary Schools, and that if poor teachers are to be tolerated anywhere, they should not be here.

The notion that inexperienced and youthful teachers will do for Primary Schools, is abandoned in theory, and must soon be in practice. The qualifications needed may be different, but they are as elevated and important as those required in any school, and the position of the primary teacher should be regarded as honorable as that of any other teacher. The Grammar School teacher does not require higher intellectual attainments, or greater wisdom, or a larger store of general information. The time is past when all which is thought necessary is to have the little ones go through the alphabet, or "read round" a few times, or say the lesson they have attempted to learn, and to sit idle the larger part of the day. It is expected now, that the primary teacher will impart much more largely from her own resources than the pupils can possibly get from their books. Books are to be almost wholly laid aside in the first stages of education, and the pupils are to be taught orally, by the use of charts, the blackboard, slates and various objects, in such ways as the ingenuity and skill of the teacher may suggest. The attention and interest are to be kept up by singing, physical exercises, printing, writing and drawing on blackboard and slate, and by bringing before the eye objects from which may be obtained ideas of form, color, length, number, weight, size, locality, duration, and a fund of useful information, valuable in itself, and valuable as aids to future progress.

At this impressible period, the whole future course of the child will, in a great measure, be determined; and it is at this period that the moral character is to receive its bias and tone. The Primary School may well be regarded as the foundation, which if not faithfully and skilfully laid, will imperil the whole superstructure.

It should be remembered too that the teacher of the little ones, more than any other, will exert a powerful influence by her example. They will look to her with the utmost confidence as a guide to them in everything. They will follow her pronunciation and her modes of expression; they will catch her tones of voice and the spirit she manifests in her intercourse with them. If the teacher be incorrect and uncouth in her pronunciation, ungrammatical in her conversation, deficient in order and neatness, and destitute of gentleness, refine-

ment and taste, she will be making marks upon the minds and hearts of her pupils, which will demand the utmost labor of future teachers to eradicate, if indeed, they can ever be effaced. How desirable then to commit these schools to the care of wise, intelligent and refined teachers; to those who have some knowledge of human nature,—of child nature,—who can sympathize with the little ones, understand their peculiar difficulties, and with a patient and loving hand help them over places which may be smooth to us, but which are very rough to little feet.

*For the School Committee.—C. W. Wood, Chairman.*

### PLYMOUTH.

It is vain to depend wholly on the coöperation of parents in securing regular attendance; for many do not know the importance of regular attendance at school. A few will neglect their children in a general way, but take great pains to shield them from the accusation of truancy when the fact is apparent.

A considerable number of scholars, the greater part boys, are frequently taken out of school for the purpose of putting them to work, for which there are many opportunities in our town, as boys of twelve years may sometimes take the places formerly occupied by men, when labor was cheaper. These boys almost invariably lose their interest in school; indeed, it cannot be otherwise, for as the schools are graded, and the progress in them systematic, the scholars who are present only at irregular intervals, find they are unable to advance with their associates, get discouraged and fall out of line, and soon leave school altogether. *There seems to be no cure for this irregularity but a state law compelling all children within certain specified ages to attend school all the year round.*

The interest of this town demands also, it seems to me, the introduction of the study of drawing into the public schools. The advantages to be derived from making the study of this art obligatory in all the schools of the State have received so much attention and public discussion of late, that a statute has been enacted by which all towns of ten thousand inhabitants are required to make provision for this study in their schools. It is not to be supposed that this decision was reached in the interest of pure art alone; it is probable that the more practical results, the influence which drawing might have in advancing manufactures, received a larger share of consideration. And, indeed, the advantages to be derived from skill in design and drafting are so great to almost every mechanic that the interests of labor alone would justify any expense of time and money which may be necessary to make all the mechanics of the community skillful in the use of the pencil.



We need in all our schools the presence of a practised teacher of the art of drawing, who may be able to design a plan of instruction for each grade, and to train our teachers in the best methods of imparting knowledge and skill in this art.

At first, I think it would not be advisable to undertake to teach anything more than free-hand drawing on the blackboard. This would give a delightful and useful accomplishment to every child in the public schools, and to those scholars who might show a special talent for art, it might indicate the pursuit which would be their best business for life.

*Superintendent of Public Schools.*—CHARLES BURTON.

### ROCHESTER.

I hesitate not to say that every parent, yes, every citizen, has duties to perform in connection with the school, just as binding as are those of the committee or teacher; and if neglected, the school inevitably suffers. They may differ in kind, but are just as binding and essential, and if not performed coming generations will silently mourn and sustain an irreparable loss. It is not enough to say that you have a superintendent, and he must attend to the schools. He cannot do your work. Show your interest in the work by often visiting the school, and by words of counsel and encouragement strengthen and uphold the efforts of the teacher. Encourage the scholars by words of approbation when they do well, and I assure you a reward of a hundred fold will be yours and theirs. Attention and kind words are appreciated by teachers and scholars, and thus the efficiency of the school is enhanced beyond computation.

*Superintendent of Public Schools.*—GEORGE W. HUMPHREY.

### SCITUATE.

I have said your teachers were in some degree successful. One reason why more has not been accomplished is the great number of classes, of necessity, under our present system of schools, some teachers having from thirty to forty different classes to hear recitations from each day, and a person with common perception can at once see, when is added to all this the time actually needed in assisting and advising in the preparation of the lessons for recitation, but little time could be devoted to each class. We should consider the farmer unwise, to say the least, if he should sow all kinds of grain in one field, promiscuously, with the expectation of gathering a good crop from each; and yet it is expected of your teachers that they should reap grand harvests of

learning, when in their limited fields they are obliged to sow the seed of knowledge broadcast, so many different kinds in one field, from that necessary for the mind of the infant of four years to that of the child of sixteen years of age.

I have said you have a corps of good teachers. Let these teachers be well seconded by the parents and citizens generally, and the result will be to have good order and discipline in our schools, and greater advancement in education. But unless the teachers have the coöperation of parents, or, at least, their acquiescence, their best efforts must be crippled. The opposition of parents they cannot withstand; to govern both children and parents is a task beyond their powers, especially if the parents, as in some instances, have never been governed but by their children.

*Superintendent of Public Schools.*—EDWARD JAMES.

### WEST BRIDGEWATER.

It is sometimes a matter of surprise that children do not evince a greater dislike to school than is generally the case, from the barrenness and discomfort which are its peculiar characteristics. School-rooms might be made, with a little care and attention, pleasant and attractive, so pleasant and attractive that children, teachers and even visitors might be glad to come to them and to be in them.

The school-room should be, what it rarely is, one of the delightful resorts of childhood. Let there be curtains for the windows, tinted walls in place of cracked and stained "plastering," and among the maps and charts a few bright pictures hung especially for the children. An abundance of flowers should always be found in every school-room, or, if flowers are not available, the scholars will be glad to bring supplies of greenery from the woods. Children have, as a rule, a very genuine love for whatever belongs "out-doors," a love whose beneficence is immeasurable, and whose silent, saving presence should ever be invoked and cherished.

Each room should possess a set of shelves for the "curiosities," such as boys and girls delight in, curiosities in the shape of odd stones, mosses, specimens of wood, from which stores of natural history exercises could be drawn, for such exercises are possible even in "mixed schools."

"So much must be left out," said one of our teachers, and it is true. In certain schools teachers seem to have only the choice of "leaving out"; but it is of no use to leave all the pleasantness out, all the things the children call "nice things."

The school-room should be such that, in itself, it will educate the eye, and train the child's heart to love the beautiful, to love order and

cleanliness. It should be such that the presence of a lady, as its presiding genius, may not seem an incongruity. And, more than all, it should be a refuge for the children who have no beauty in their homes, no attractiveness,—a refuge which shall keep them from the street, and shall be a healthful, christianizing influence in the darkness of their lives.

In four schools—the Centre Grammar, the Cochesett Grammar, the South and East—drawing has been made, during part of the year, a regular exercise, and, although the number of recitations in two of these schools rendered the time which could be given to this branch necessarily limited, yet the results showed most conclusively that all the instruction which children need in drawing is accurate and careful training, with time for practice. If the time which is wasted in teaching, or attempting to teach, grammar, could be devoted to systematic instruction in drawing, and grammar be taken up in connection with composition, so as to be of some practical benefit, we should have a greater degree of true success in both departments.

To carefully drill children in abstract terms, which in the very nature of things they can by no possibility understand, if haply they are so fortunate as to memorize, is certainly a waste of time, and a waste of mind, too, which we can ill afford. If children's minds were like empty sacks, then "cramming" might be a most praiseworthy, as well as natural, process; it might be, as it now is not, the true method of teaching. But the fundamental aim of our common schools is not so much to drill children in certain intellectual feats as to start them on the right track for intelligent development of their mental faculties, to induce growth of mind, and all methods tending to retard and stultify growth are to be avoided.

*Superintendent of Public Schools.*—MARY A. THAYER.

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## SUFFOLK COUNTY.

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### BOSTON.

The method of leading pupils into a knowledge of the formation of words should be made easy, attractive and short. It is no longer a matter of doubt that a method exists that relieves teachers from perplexities and pupils from tears. A teacher, who has had the advantage of observing this method at the Training School, and has learned the art of oral instruction, and of using the blackboard for illustrations, who has the vital qualities that engage the attention of children,

and the sweet, firm temper that retains hold upon them, will be able, with Leigh's phonic exercises, to conduct a whole class over the irregular field without a stumble—"forty reading as one."

When the system of Dr. Leigh is mentioned, many excellent people, committee men, teachers and parents, shake their heads incredulously. It has been stigmatized as a "fancy method." Philosophers have proved (to their own satisfaction) that the plan is vicious. Practical men (who have never examined it) declare that its results are barren. Teachers (averse to change) say they have no difficulty now; that the old way is good enough for them.

We beg leave to say that six years of careful experiment in several schools in this city have shown the best results from this system. Pupils learn the sounds belonging to phonic type very readily; and, as those sounds are unchanging, the labor is much less than in gaining the mastery of a less number of letters, most of which are liable to arbitrary variations. But whether this reason is satisfactory to doubters or not, the fact leaves no room for dispute. Within six months ordinary pupils under this system get nearly through the second reader,—a point which pupils by the old method are always eighteen months, and often two years in reaching. This is a constant, unvarying result. It is a moderate statement that every pupil instructed under this new method saves a year or more of time in preparing for the Grammar School. Is it not much to add a year to the practical duration of human life?

But this is not all. The way is not only shortened, but the lessons are made attractive. When a lesson is given, the eager eyes of the school are fixed upon the teacher and the blackboard. There is no listlessness, no writhing upon hard benches, no longing for release. The system, further, cultivates both perception and reason. Words are never parroted, either in reading or spelling; no word is used that is not understood. A lesson finished implies the knowledge of its meaning as a whole and in parts, and the power of spelling all the words it contains. Intelligence advances with every progressive step.

By instructing the pupils together not only is time saved, but discipline is maintained without effort. The pupils, whose pleased attention is held at the teacher's will, have neither time nor inclination for being unruly. The list of punishments in such schools is reduced to a minimum, and good habits are permanently formed.

A writer, some years ago, urged that the pupils, after being drilled in the new method, would have to unlearn Leigh and begin to learn English. This was very well for a moderate witticism; but the practical test is the true one. Phonic characters are used only until pupils have become familiar with the ordinary monosyllables and most common words. These are acquired with a facility that is astonishing.

Taking each sound in order, the sharp perception runs through and aggregates them into a word, as a needle takes up beads on a string. When this point is reached, the difficulty is over; the leading-strings are no longer needed. The pupil takes up the next book in order, in common type, and with scarce a blunder reads off fluently. At an exhibition of a primary class in the Lincoln District, several pupils, who had been less than eighteen months under instruction, read at sight from books they had never seen. Other pupils, who had never used any but phonic type, were put to the severe test of reading from common type for the first time in the presence of an audience; and they not only read well, but uttered their words with a distinctness and purity of tone that ordinary pupils never attain. So much for unlearning Leigh.

It is believed that no pupil ever consciously put the machinery of the grammar in action to detect an error in speech, or to examine the structure of a sentence; and it is insisted by all scholars that a command of correct and easy speech, and of a clear and natural style of writing, is to be gained from no rules whatever, but by familiarity with good usage. In geography the general waste of time is equally reprehensible. When the general truths of the science have been learned, the attempt to burden the memory with details is a positive wrong. When a war breaks out, or a treaty of peace is made, every man has to consult the atlas to find the locality mentioned, no matter how minutely he went over the ground in his early studies. Who could have told the position of Solferino or Villa Franca, of Gravelotte or Sedan, when those names became famous? The pupil who knows the general outlines of the system has acquired all he can retain; and, if more time were to be given to the study, he would derive far more advantage from a knowledge of those natural laws which are grouped together under the name of Physical Geography. It is not too much to say that one-half of the time heretofore given to geography and grammar, in pursuing the old routine, was spent to no purpose, and that pupils lost thereby much of their relish for all study.

*Girls' High and Normal School.*—The name of this school leads us to consider the twofold purpose for which it was founded. It will not do to forget either object. We do not agree with the opinion that the young lady who does not expect to teach can afford to neglect any of the solid branches; still less do we think that the future teacher should confine her attention to the "useful studies," and give no time to languages, literature, and to the subjects that give culture and refinement to faculties and manners. In the first place, a proper balance between these two general courses is the best for the symmetrical development of any mind,—best for the daughter of wealthy parents in her destined circle; best for the less favored girl, who is to teach or to derive her

support from other employment. In a commercial country like ours no one can predict the fortunes of any family. The delicately nurtured girl may be obliged by some turn of affairs to become a teacher, and the energetic daughter of poorer parentage may come into the possession of wealth. If they have been judiciously trained, they can exchange places without great difficulty.

By this statement we mean that the basis of all good education is virtually the same; and we are glad that the children of the rich and poor meet under one roof to receive a training that is best for all.

The present course, as far as it goes, seems to be admirably proportioned, and we would not omit any part of it, least of all from the desire of saving time for normal training. If there is any person that requires thoroughness of discipline, variety of attainment, the power of expression that comes from language, the taste which is developed by drawing and music, and the aptness of illustration which general culture brings, it is the teacher. Character is indispensable, we know, as our predecessors have warmly urged; but we would also insist upon ample and various culture. The oral instructor cannot have too many resources, either for her regular work or for the scarcely less useful amusements by which the minds of pupils are to be refreshed. The experienced visitor, upon entering a Grammar or Primary School, soon sees whether the teacher has given thought to her vocation, and what use she makes of her reading and her observation. She radiates knowledge, and the most remote and apparently unpractical of her accomplishments come into service daily.

When we speak of the training of teachers, we wish it to be understood that it is not a substitute for anything in the regular course; nothing is to be omitted to make room for it; the teacher is to have all the graces attainable; and the normal training is a superadded course, to be given to those only who have finished the regular course of this or a similar school.

We are convinced that, as a normal seminary, this school does not answer the expectations of educators, nor supply the wants of the Grammar and Primary Schools by training up teachers capable of imparting instruction by the best methods. The reports of the training department show that it has furnished but a very small number of the teachers annually appointed. A singular apathy upon this important subject prevails among many. There would seem to be a prevalent opinion, hardly concealed, and yet not openly avowed, that, after all, the Training School is like a child's baby-house, in which culinary and other domestic affairs are carried on in a "make-believe" manner, and that, on the whole, it is a pleasing but useless appendage.

To doubt the value and efficiency of theoretical and practical lessons in the art of teaching, especially when accompanied by daily ex-

amples in instructing a normal class, is to renounce the benefits of all experience, and all belief in the ability of man to build up any science from facts. What will be said of the teacher who pronounces his pupil fit to be a shipmaster when he has acquired the mathematics, but has never taken a sextant in his hand? Will trigonometry make him a surveyor without actual experience with the instruments in the field? Is not clinical instruction the best possible training for the physician? Is not the actual trial of a case, even in a moot court, the best way to fix legal principles in the young lawyer's mind and to give him the power of applying what he has learned? The analogies are endless, and the conclusion they lead to cannot be resisted.

There can be no doubt that the great body of applicants for situations as teachers would qualify themselves to teach in the best way, provided they knew it was necessary. But it is notorious and lamentable that there is not the least uniformity of requirement in the various schools, and scarcely ever any pretence of an examination; and it is rather wonderful that such excellent average results are obtained. We shall never do our duty as a committee, and shall never put our Common-School instruction upon a permanent basis, beyond the reach of interference by the ignorant, and by those who have private, or sectarian, or other unworthy ends to serve, until we establish some uniform standard of qualifications for teachers, and make a certificate from a Training School or from an independent board of examiners as indispensable a prerequisite as the diploma is for a physician, and the order of court for the admission of an attorney.

At the risk of being a little tedious, we wish to make a few more observations respecting the character and culture of teachers. All purely technical training, as Coleridge said of the law, like a grindstone, while it sharpens tends to narrow. The very best and most conscientious teachers often show the effects of this. We are afraid that many of our professional educators are too much inclined to regard with disfavor those elements of culture which they cannot see the immediate use of. Their eagerness for results makes them neglectful of some things which others, standing at a due point for perspective, see to be essential. The pictures of the school-master and school-mistress, as painted by the great novelists and poets, though heightened by a little natural exaggeration, show to us the tendencies to be guarded against. They are generally represented as thin by temperament, and made more so by nervous anxiety,—formal in manner and precise in speech,—mindful overmuch of trifles,—disposed to be dictatorial, because in a position to exact and to receive homage and obedience,—positive, angular, utilitarian and commonplace. This is the typical pedagogue as he appears in fiction. Let us cheerfully grant that it is an overcharged and unfair picture. But caricatures instruct us by pointing out the

tendencies that are to be restrained or avoided. And with this obvious lesson before us, shall we fail to read it? Shall we not see, since the teacher's profession, when begun, has certain reacting influences, which are to be held in check and guarded against, that, in the preparation for that profession, those qualities that belong to a well-rounded character, especially liveliness of temper, grace of manner and breadth of culture, should be most assiduously developed and fortified?

We shall be told by "practical" people that poor girls need a special school, in which they can, in the shortest time, fit themselves to teach, because they cannot afford to give the time for a proper course. We have a strong, natural sympathy for poverty, and especially for poor young women, for whom so few employments are now available; and we shall be glad to aid them in every way consistent with the public interests; but our sympathies are rather with the fifty children, and their vital needs must not suffer while we are doing a kindness to the teacher; and we must remember that the most fatal injury that can be done to the teacher's position is to make it in any respect an eleemosynary one. It is honorable while it is filled by those best qualified to discharge its duties, and no longer. To this natural but misjudging sympathy is generally owing the appointment of whatever incompetent teachers our schools are burdened with.

Let us leave to gardeners the production of black tulips and blue dahlias, as well as arbor-vitæ cones, dwarf quinces, and those unhappy pear-trees crucified on palings; and let it be our duty to provide for the full and natural development of human plants and flowers, spiritually and bodily, to establish such systems as will lighten labor, will take the stoop out of patient shoulders, restore the bloom to pale cheeks, and the light to weary eyes; so that a model school-mistress shall be a model woman, graceful and strong, in full sympathy with her pupils, and no longer doomed to premature nervous debility, nor driven to take refuge in indifference.

*Music.*—We shall not be thought too enthusiastic, perhaps, if we urge that music, as a means of education, is more important than is generally considered. Few pupils come to be eminent mathematicians or linguists. The works of classic authors, and the aerial architecture of the geometer, are for the very few. We teach the higher things for the exercise they give to the faculties, and because we may develop some new Laplace, or Newton, or Bowditch. But we find, practically, that, after school-days are over, the mathematics are laid aside, and that Horace and Virgil become dusty.

For the average man and woman, the arts that refine nature and make life beautiful, such as music and drawing, are more beneficial than high mental cultivation. We would give the high cultivation if we could. We would enlarge the mental horizon of every pupil. We



would show the greatness of God in the laws of the universe ; in the nice equilibrium of the solar system ; in the succession of geologic strata ; in glaciers, mountain chains and volcanic craters ; in the growth of plants, and in the structure of animals ; but when all is done, the influence of music will have much more to do with their daily happiness. It will make them more contented with their lot ; will banish weariness, and lead their minds into that repose which it is the highest philosophy to gain.

*Drawing.*—With regard to this important branch of public instruction, a new and lively interest has arisen during the last year. The first steps have been taken to bring the whole body of pupils under an intelligent system of instruction, by educating the teachers in normal classes. The report of the Drawing Committee will best show what has been done, and what remains to be undertaken. This is probably one of the most important movements made in our time, and its effects will be felt powerfully in many ways. Education is not altogether an interior process ; other faculties besides the reason demand cultivation. Drawing, which educates the eye and the hand, gives facility to express the thoughts of the mechanic as well as the plans of the engineer, the fancies of the designer in decoration, the recollections of the traveller, and the conceptions of the creative artist. By the power to draw, the value of any mechanic's labor is vastly increased, and in time we shall see greater elegance in furniture, in household utensils, in ornamental fabrics, and in domestic architecture. With increased knowledge of art in its higher forms, we shall see less of the wretched plaster ornaments, and the tasteless pictures now cherished in so many houses. Books will be free from the coarse and ignorantly-drawn plates, of which so many are now "illustrated." Another generation, reared under these more favorable influences, will grow up with finer instincts of proportion, and we may hope that art, in its true power and divine beauty, may not always be the meaningless word it has so long been.

Aside from these remote prospective benefits, the training of our teachers in the art is sure to bring immediate advantages. We have before called attention to the power which a teacher exerts in oral instruction. The art of making thought visible by illustrative figures on the blackboard is the natural complement of oral teaching. The intelligent teacher talks with chalk in hand, illustrating as she proceeds. She does in this way a twofold work, arresting attention and making impressions that are indelible. What Agassiz is before a class of naturalists, the model teacher becomes in the estimation of her expectant pupils.

The public is to be congratulated upon the employment of Mr. Walter Smith as a director of art instruction, since, from his familiarity

with the workings of drawing-schools, in England, and from his great natural aptitude as an educator, much is to be hoped for in this department.

*School for Deaf Mutes.*—The steady progress which has been made by this school from its commencement in 1869, and more particularly during the past year, is most gratifying to the committee, as well as to many others, who were at first inclined to regard its establishment as a doubtful experiment. The pupils have made excellent progress in their studies, and exhibit great enthusiasm and pride in their daily achievements. Parents and friends express their surprise and pleasure that the pupils accomplish so much. Letters of commendation are constantly received from prominent educators, who have visited the school and examined the plan pursued. Much interest is also manifested in various parts of the State, as well as beyond its limits, in regard to the school, and inquiries as to terms of admission and other details have been numerous, several having been received from the Western States. A number of those who have visited this school have testified their interest by donations of money and clothing, placed in the hands of the teachers for the benefit of pupils whose parents are in indigent circumstances. One gentleman kindly sent for this purpose the sum of fifty dollars. Ten dollars were contributed by a lady, and one of our prominent citizens, not long since, gave to Miss Fuller, the principal of the school, a discretionary order on a clothing-house for such articles as might be required by the more needy children.

Perhaps nothing has contributed so much during the year to the value of the instruction in this school as the introduction of Prof. Alex. Melville Bell's system of "visible speech," which was done by his son, Mr. A. G. Bell, in a course of lessons to the teachers and pupils in March and April. By means of this system, deaf mutes can be readily taught to articulate correctly, and with proper inflections, even the most difficult sounds and words.

In addition to articulation and lip-reading, the pupils are instructed in all the studies taught in the Grammar and Primary Schools, and have been graded to a considerable extent, although much individual instruction is necessary in articulation.

The number of pupils during the year was thirty-eight, and the average attendance thirty-three.

The principal and three assistant teachers have been employed, concerning whose zeal and unremitting fidelity too much cannot be said in commendation.

*School Committee.*—FRANCIS H. UNDERWOOD, *Chairman*; WILLIAM T. ADAMS, CHARLES K. DILLAWAY, GEORGE H. MONROE, LYMAN MASON, HUGH J. TOLAND, RICHARD M. INGALLS, HENRY C. HUNT.

*Dorchester High School.*—In regard to chemistry, the course of instruction in this science twenty years ago was confined to books. The pupil was taught some of the leading facts of the science, made acquainted with some of the technical terms, and rarely permitted to witness a few dazzling experiments by the hands of the teacher, and listen to a few explosions. These served to amuse, if they failed to instruct, and perhaps most frequently left the impression upon the scholar's mind of a mysterious and dangerous art, rather than of a useful science.

The majority of pupils, and especially the girls, looked upon the chemical apparatus with feelings of awe and aversion, and would as soon have thought of making a practical use of the instruments of the surgeon as of the chemist. In fact, it is scarcely too much to affirm that many a scholar left school with the impression that the facts and principles of chemistry were confined to the laboratory, and had little or nothing to do with the busy, bustling world about us, and still less that it was the science of his breathing and his food, of his health and strength, of his growth and decay. It was at best theory, if the facts taught were numerous enough and their relations so far defined as to constitute a theory; it had no practical power, for it had no practical application. In the chemical teaching of to-day all this is changed. The text-book, instead of a primary, occupies but a secondary place; it is no longer a master; it is but a servant—a guide. The scholar is now taught to hold converse directly with nature. Instead of learning an arbitrary rule for the preparation of his oxygen and hydrogen, he takes the materials into his own hands and prepares the gases himself. Instead of memorizing descriptions of properties, he observes them as the results of his own independent operations. His chemistry thus becomes a part of his own experience. From the school laboratory the boy carries to the mechanic's shop, to the counting-room, or to the manufactory, not a series of abstractions in the form of arbitrary and oftentimes unintelligible rules, but an acquaintance with elements and compounds, of laws and affinities, which may guard him from imposture on the one hand and on the other guide him in the attainment of more extended knowledge. And what is more, the girl who has rightly improved her opportunities in the laboratory may go to the higher responsibilities of domestic life, and redeem all the endearments of home from the rule of ignorance, and bring them under the beneficent operation of law. Great as have been the triumphs of chemistry in general and in industrial science, there remain for it yet higher triumphs in the nursery, in the kitchen and in the parlor; and the time is not far distant when the same fingers that enchant us by the music which they wake from the guitar, or the key-board of the piano,

will also manipulate with equal skill the test-tube, the beaker and the retort.

What has been said of the practical character of chemical instruction applies with equal force to all the departments of study. In natural philosophy or physics, the pupil is taught as far as possible to use the apparatus as well as to observe it. In botany, the plant or flower is analyzed, classified and preserved; in geology, the fossil is examined and the mineral tested; in literature, also, the same spirit prevails. The study and memorizing of arbitrary rules has, in a measure, given place to the careful reading of authors. Grammar, rhetoric and logic are learned synthetically rather than analytically. The pupil is furnished with materials for his science before he is required to make it. Scott, Goldsmith, Milton and Shakespeare precede Blair, Campbell and Whately. But in no department is this practical difference seen more distinctly than in drawing. A new interest is now felt in this important branch of instruction, and its vast importance to the industrial life of the country is beginning to be felt. The teaching in the Dorchester High School in this department has been found quite equal to that of any school in the city. The facilities are ample, and the interest manifested by the scholars is in a high degree gratifying.

From the foregoing remarks it will be seen that this school, in common with all others of the same grade in the city and State, is passing through a transition stage. In enlarging so much the course of study, in calling into exercise powers and faculties formerly unemployed or misdirected, time will be required to fix definitely the amount of attention due to every branch of instruction. The tendency always is, perhaps, to exaggerate the importance of new subjects and new methods. With all our boasts of excellent schools, education in this country is yet in its earlier stages. Time will harmonize conflicting views and correct false theories.—*Report of Elbridge Smith, Principal of Dorchester High School, to the Committee.*

*Report of the Committee on Music.*—The organization of this department of the Boston Public Schools is now as follows:—

The general control and supervision of the whole plan of musical instruction rests upon one responsible head, who is called the supervisor of musical instruction in the Boston Public Schools, etc., whose duty it is to exercise a care and responsibility over the whole musical department of our educational system similar to that now exercised by the master of a Grammar School over the various classes in the district under his charge. He is at the same time teacher of music in the High Schools. The grammar department, which, under the new arrangement in gradation, consists of six classes in each school, is un-

der the charge of two professional teachers of music, one of whom is responsible for the teaching in the two upper classes of the same grade in all the schools of the city, with the exception of those in the newly-annexed district of Dorchester, the other in the four lower classes of this grade. The Primary Schools are in like manner placed under the charge of one professional teacher, with the exception of Dorchester, as before mentioned. In this last-named district all the classes of the primary and grammar departments are for the present under the general charge of a single professional teacher. This provision is only temporary, it being intended as soon as possible to merge these schools in the Boston organization. All the officers and teachers above alluded to are subject to the executive authority of the standing committee on music, who derive their power from the school board.

Ten minutes in each session in the Primary Schools, and fifteen minutes each day in the lower classes of the Grammar Schools, are required to be devoted to instruction in music by the regular teachers of the schools. The first and second classes of the grammar department devote one half hour each week to this study, under the personal instruction of the professional teacher, and ten minutes each day are required to be devoted to musical instruction by the regular teachers in the second class, under the general direction of the music teacher. It is hoped that the board will allow the further provision, that ten minutes each day shall be given to such instruction by the regular teacher in the first class, in like manner as in the classes of a lower grade. In the High School, a specified number of hours each week is given to this study, under the personal tuition of the professional teacher, and, in addition, in the Girls' High and Normal School, such instruction is required to be given as shall qualify the pupils to teach in their turn this branch of study in our Common Schools.

The number of pupils, whose musical instruction is under the general charge of the various professional teachers, may be stated as follows :—

In the Primary Schools, under Mr. Mason, . . . . .	13,903
In the four lower classes of the grammar department, under Mr. Holt, . . . . .	12,966
In the two upper classes, under Mr. Sharland, . . . . .	2,732
In the High Schools, under Mr. Eichberg, . . . . .	1,408
Besides which there are in the Primary and Grammar Schools, in the Dorchester District, under Mr. Wilde, . . . . .	1,906

This in August, 1871.

A systematic and progressive course of musical instruction is thus given to all the pupils of the Public Schools in the city of Boston, except the boys of the Latin and English High Schools, where the plan

is not yet fully in operation, commencing with the children of five or six years of age, when they first enter the Primary School-room, and ending with the highest class of the pupils of the Girls' High and Normal School, who are themselves preparing to become teachers in their turn.

Let us go over this method of instruction in the Primary Schools in somewhat of detail.

The first attempt of the teacher is to gain the attention of the children by singing to them some easy melodic phrase within the range adapted to their voices, and asking them to repeat it after him,—to imitate the sounds he has given them in their proper order. This, after a few trials, the majority of the class will do. Some ten or fifteen minutes are spent in this way, and they have taken their first lesson in music. It is purely a matter of rote-singing, of the easiest and simplest kind. The interest of the children is excited, their attention aroused, their appreciation of musical sounds for the first time perhaps awakened. A few lessons are given in this way at the outset.

But true rote-singing, as Mr. Mason has happily expressed it, is “a very different thing from the ordinary ‘hap-hazard’ singing we too often find in our Sunday Schools and in Common Schools, where no regular instruction in music is given.” It is an appeal to the imitative faculty, which young children possess in so great a degree of perfection; and hence the greatest care should be taken that the example be a proper model for imitation as regards method and style, and purity and correctness of tone, even in the utterance of the simplest musical phrase. These preliminary rote-lessons should therefore be given, when possible, by the professional teacher himself, and they must needs be few and not long-continued. Even at this early stage in the musical instruction, great attention is given to the formation of a proper quality of voice. The difference between a good and bad quality is illustrated by examples. The child is called upon to use a smooth and pleasant intonation in speaking, in reading, in recitation, and in singing. Above all, he is taught to avoid a noisy use of the voice.

As preliminary to the exercise of the voice in singing, and it applies to reading as well, the young children are trained in the following points:—

1. A proper position of the body.
2. The right management of the breath.
3. A good quality of utterance, as just mentioned.
4. The correct sound of the vowels.
5. A good articulation.
6. An intelligent expression of the sense.

Care, too, is to be taken in the singing exercises of young children that a too great compass be not attempted. The child is allowed to sing only in the middle register, or where he makes the tones with the least effort. Commencing our instruction with the rote-singing, as already stated, the first six sounds of the G scale are only attempted at the outset. Even within this limited range many of the best juvenile songs may be found. After the voice has been well practised in this compass, it may be extended upward and downward to a judicious extent, taking care not to strain the voice in the least degree.

The pitch and compass of the voice having thus been attended to, musical phrases of easy rhythmical structure are next taught in double and in triple time, the rote method still being used. Various devices are resorted to, to attract and keep the attention of the child to the lesson, i. e., marking the movement by a curve upon the blackboard, holding up the hand, and pointing out the motives, sections and phrases upon the fingers in turn, etc., etc. At this stage, musical notation in its simplest form is begun. The teacher explains, gives examples, which the pupil is required to imitate. With all these, practical exercises upon the sounds of the scale are intermingled.

In the second year of primary instruction the pupil is taught to know the different kinds of notes and rests, to understand the nature of quadruple and sextuple time, and the manner of beating the same, the accentuation as applied to music, etc. He is also mildly indoctrinated into the mysteries of the chromatic scale, so far as the simple change from the natural into the keys of G and F major is concerned.

In the third and last year of primary instruction, he is taught to describe by its intervals the major diatonic scale, etc., etc.

*Committee on Music.*—J. BAXTER UPHAM, *Chairman*; JOHN P. ORDWAY, FRANCIS H. UNDERWOOD, ROBERT C. WATERSTON, WARREN H. CUDWORTH, CHARLES L. FLINT, WILLIAM B. MERRILL.

*Report on Drawing.*—In accordance with the order of the Board, passed July 11, 1871, the Committee on Drawing present the following report:—

During the past year drawing has been introduced into all grades of Public Schools in this city, and the teachers generally have given ample evidence of their ability to teach this exercise, provided a suitable system may be given them. Even with the text-books in use in the schools for some years past, those teachers who have taken pains to instruct themselves, have produced most gratifying results in their schools, and have settled the question of the capacity of all pupils in the schools to practise drawing.

*Exhibition of Drawings.*—Late in the season it was decided to hold an exhibition of the work in all the schools, and the board made an appropriation of two hundred and fifty dollars to meet the expenses.

Owing to delays, it was not until Friday, April 28, that the appropriation was finally passed on by the committee to which it was referred, and on Monday the exhibition opened in Horticultural Hall. There was, of course, no time for preparation in the schools. In the Latin and High Schools the chairman of this committee selected three books from each class as the best specimen, and the several instructors were requested to do the same in the Grammar Schools. The work of the Free Evening School had already been selected, as the drawings were all held as the property of the city. It was originally intended to hold the exhibition only two days, in order that the regular drawing exercises of the schools might not be interrupted by the detention of the books; but, at the request of many masters, it was kept open on Wednesday, the additional expense being met chiefly by private subscription.

Each school had an opportunity to compare its own work with that of other schools of the same grade, and also see what was required in the higher schools. The variety in the quality of each school's exhibition was, of course, very great; but as all the masters, with one or two exceptions, have had the same chance, it seems fair to single out the school which was preëminently distinguished by the thoroughness and extent of its work. The Shurtleff School exhibited a specimen of drawing from every one of its pupils, and there was not a bad one among the whole collection, thus proving that every child can learn to draw if properly taught. Many of these specimens were exceedingly well done, and the geometrical figures were so accurate that a well-known artist of this city remarked to one of the instructors, when looking at the work of this school, "It is impossible that they were done without dividers and rule. That now" (pointing to one) "was never done without instruments." "Indeed it was, sir," said a little girl, who stood by; "for I did it myself." The artist afterwards visited the school, and saw many others doing as accurate work.

Now what has been done in this school can be done in every school in Boston, and it will be very strange if the Shurtleff School does not have some formidable rivals at another exhibition, for there were several other schools where excellent work was done.\*

The work of the Free Evening School certainly attracted the greatest attention, and in quantity and variety, as well as in quality, was remarkable. Nearly all the pupils whose work was exhibited, had had no previous instruction. Some did not know the use of pencil or crayon; and in one or two instances the entire work was shown that the constant and marked improvement might be shown at a glance. The collection of crayon drawings of machinery, from Mr. Morse's

\* See Mr. Philbrick's Report.



room, occupied the platform. They were done on brown paper, and the intense black of the crayon made them very distinct and attractive.

The distinguishing feature of this exhibition was the utter absence of special preparation. Not an hour had been taken from the school-time to prepare for exhibition; but the honest work, the best that could be selected in the short time allowed, was placed before the public. No "show" drawings were prepared. Where the regular lessons had been well done, the school had the credit; but there was certainly no opportunity of making up lost time by extra exertion just previous to the exhibition day. Another year this advantage cannot be claimed, for all the schools will doubtless work with the exhibition in view; but no encouragement will be given for the preparation of drawings simply for show. In all cases the specimens shown should be collected from the year's work, and this selection should be a reward of merit, showing clearly regular work and not special preparation.

*Instruction for the Teachers.*—As the employment of special instructors in sufficient number to meet the wants of the schools in Boston was quite out of the question, it was decided that the regular teachers could and must do the work, under suitable direction. After a careful consideration of the means to be used to carry into effect this important addition to our system of public education, a consideration which called for an examination of the systems in use in Belgium, France, Prussia and England, it was finally decided that the system in use at South Kensington should be the basis, while the Belgian and French methods, where they surpassed this in efficiency, might be grafted on.

The board accordingly gave this committee permission to employ a graduate of the South Kensington Art Schools, and with the assistance of several gentlemen, both here and in England, they have selected a gentleman distinguished by his success as a teacher of art, and as an organizer of Art Schools, one who had clearly seen the defects of the English system, and had labored long to improve and extend that system.

The committee were convinced that no person in this country could organize a system of drawing for our Public and Evening Schools,—a fact admitted by all who are informed on the subject,—and they at once communicated with Mr. Walter Smith, Art Master at Leeds, the gentleman designated by the Science and Art Department of South Kensington. This correspondence continued some time, and at last, in order to do nothing hastily, Mr. Smith was invited to visit this country, see our schools, and then decide whether the field was such that his labor in it was likely to result satisfactorily to himself and the city.

In May he came, and visited all our High Schools, and many of our

Grammar and Primary Schools. Should no other work be done by him, the suggestions he then made, as class after class was inspected, would be invaluable, and fully repay the committee for the trouble in the premises.

It was found that, without disturbing the present system of instruction in the lower classes, greater efficiency could be given to the instruction everywhere by slight changes in the order of instruction, and most especially by a proper preparation of the teachers.

The utter impossibility of procuring, in this country, suitable casts and models, on the selection of which so much depends, induced the committee to ask for a small appropriation to purchase these in Europe. Although the original cost of plaster casts is light, the expense of packing, transportation and breakage is so considerable that only one-half of the appropriation could be expended in the purchase. Under these circumstances, the committee authorized its chairman to communicate with the South Kensington authorities, and ask for a gift of examples illustrating the course of study. This was done, and the committee are happy to announce that this request has been met in the kindest spirit, and an extensive selection has been made of students' work in all the various grades of study, and will be presented to the city of Boston. Mr. C. C. Perkins, in fulfilment of his liberal offer, has purchased a full set of the models from which these drawings are made, and we shall thus have, with the French and German models, purchased by the appropriation and by private subscription, a valuable apparatus for the instruction of both teachers and pupils.

The selection of models in England and on the Continent has occupied much of Mr. Smith's time since his appointment, and he returns to this country with his collection, and his very extensive knowledge of art will be made at once available to our teachers. In order to train our teachers in this new branch of duty, some apparent sacrifice must be made on their part, although the advantages given them certainly are unequalled, for they thus obtain instruction without expense to themselves, which will largely increase their teaching power.

The general outline of the plan of instruction is as follows:—

Every teacher must, once a fortnight, receive a lesson from Mr. Smith, which she will in turn impart to her pupils. Twice each year there will be an examination of every school, when each grade will have a model to draw in a certain time. The drawings will be labelled with the name of the school, pupil and teacher, and collected for Mr. Smith's inspection. In this way he will be able to see when any school falls behind, and where the trouble is, and at once go to that school and correct the faulty teaching; and, on the other hand, when the work shows an ability to profit by more difficult lessons in more advanced grades, the promotion can be made.

If it can be made obligatory on the teachers to attend the instruction thus placed in their reach, the whole body of instructors will, in the course of a few months, be competent to teach drawing, with far better results than have ever been attained in any schools in this Commonwealth; and if the desire to make special instruction fall into the lines of regular instruction, and thus dispense with a part of the special instructors, be real, some plan similar to this of instruction to the teachers must be afforded by the city; and in future teachers applying for appointment under this board should prove themselves competent to give the required instruction in drawing, as well as in geography or writing.

*School Committee.*—WM. T. BRIGHAM, WM. WOODS, J. C. J. BROWN, ROBERT C. WATERSTON, JAMES MORSE, GEO. F. BIGELOW, JAMES WALDOCK.

#### SUPERINTENDENT'S REPORT.

*Elementary Education.*—Our system of Public Schools nominally comprises three grades of instruction, but in reality only two,—the elementary grade, including both the Primary and Grammar Schools, and the higher or secondary grade, embracing all the different High Schools. The line of demarcation between the Primary and Grammar Schools is an arbitrary one, which was adopted merely for sake of convenience in the organization and management of the schools. It is not known to the law, and has no important significance in respect to the age, instruction or destination of pupils. All the pupils of the Primary Schools are expected to pass into the Grammar Schools, and this expectation is practically realized.

But the distinction between the Grammar-School grade and that of the High Schools is real and important. Here is the dividing line between the two grand divisions of education, namely, elementary and higher. The latter has various departments and stages. It comprises secondary and superior education, liberal and technical, or professional. The curriculum of the Grammar School completes the elementary stage of education. Its instruction is instrumental and rudimentary. The branches taught in the High School constitute not only a higher stage of instruction, but a radically different one. Its instruction is literary and scientific, introducing its pupils into the sphere of liberal culture, or it is technical, leading to professional pursuits. While the door of the High School is, and always should be, open for the free admission of all qualified comers, the great mass of the pupils are, by their circumstances in life, prevented from entering. Hence another distinguishing characteristic of the High School,—it is practically the school for the few, the minority of pupils. In view of this fact, the High School is sometimes unjustly stigmatized as the aristocratic school, while the Elementary School is claimed as the only true demo-

cratic school ; whereas the American Free High School is peculiarly a democratic institution. It gives the poor man's child what he would not otherwise have,—a chance with the rich man's. The Elementary School, on the other hand, is not for a minority of children, nor for any class, however large, but for all, up to the prescribed limits of age and attainments. Its course of study comprises those subjects of instruction which are deemed essential for all children, without regard to their social condition or their future occupations. It is the minimum education, to which every child is supposed to be entitled, as a preparation for usefulness in the community where his lot is cast. It is designed to afford that elementary knowledge and skill which every citizen needs, whatever his calling may be. It is the Common-School education ; it is the base of the educational pyramid.

It would be equally useless to attempt a comparison between the higher and lower grades of instruction, in respect to their value as agencies in promoting the welfare of the community. Who would venture to estimate the value of either? Both are of incalculable value and importance. Besides, they are indispensable to each other.

Superior instruction is the source of popular education. Our Common Schools were founded by colonists from the universities of the mother country, and their present efficiency depends mainly upon the High Schools and Colleges. The preëminent success of popular education in Germany would have been impossible without the influence and labors of the enlightened classes sent out from the unrivalled universities and secondary schools of that country. To sacrifice higher education to the Common School is to kill the hen that lays the golden egg. Nor can the College or High School say to the Elementary School, I have no need of thee. The People's School is the nursery of the University. Here, from the mass of common minds, the germs of genius and force are developed, and led out from obscurity and poverty into the sunlight of hope. Thus the best material for high culture is made available, the higher seminaries of learning are furnished with meritorious students, the community is enriched and civilization advanced. Daniel Webster said he did not know how he could have gone to College but for the poor little District School of his neighborhood. No system of education is truly solid and sound and democratic which does not make it possible for the child of superior merit, however poor, to mount the highest round of the educational ladder.

The modern facilities and appliances for elementary teaching, such as classification and apparatus of various kinds, have vastly increased the teacher's power of imparting and the pupil's power of acquiring. I will mention only one,—the blackboard,—which is to teaching what steam is to transportation. I would say, in the words of a good au-

thority, "Let us try what conscientious and intelligent teaching can do, before we presume to decide what cannot be done." And in what does conscientious and intelligent teaching consist? It consists in two things: first, in the exercise of good judgment in determining what to teach and what not to teach at each step in the several branches; and second, in the use of economical methods.

Who have been our guides as to what to teach in each branch? Compilers of text-books! Mr. Historicus compiles a history of the United States for general use, for the market of the whole country, He is compelled to embrace in it the details of the colonization, and so forth, of every State. And so of geography. Our children have been crushed down under an intolerable load of geographical rubbish, simply because it has been printed and put up between the two covers of a book! And so of arithmetic and grammar and spelling. It is not the books that I so much blame; it is the wrong use made of them that I complain of.

But there is no less room for economy in the method than in the choice and limitation of the matter of instruction. I have seen in one school children kept for weeks poring over a few pages of elementary geography, to no purpose, for the want of conscientious and intelligent teaching; while in the next school, by a judicious use of the globe, the wall-map, the blackboard and the text-book, the children were soon made quite intelligent on the subject of geography, and, what was more, were greatly interested in the study. Illustrations of this sort without number might be produced.

Now it is the object and design of our Grammar School programme to make it practicable for our teachers to omit the useless parts of their text-books, and to teach all the branches in a reasonable and intelligent way. It is based on the assumption that if all the branches therein required to be taught are properly apportioned and properly handled, the results will be reasonably satisfactory. It assumes that it is better to know something of the history of England than to know everything of the history of New Jersey or Connecticut; that it is better to know something of the elements of physical science than to know how to locate every village and mill-stream in the United States. It assumes that it is better to be able to write a decent letter than to be able to get a hundred per cent. in spelling a list of very hard words. And if in any school the classes are not up to the requirements in any branch, the inquiry should be, first, is not too much attempted? Second, is the proper time given to it? And, third, is it taught in the best manner? Before the programme was adopted, unsuccessful teachers were in the habit of attributing their failures to the text-books. Now they are very likely to make the programme the scape-

goat of their short-comings. Still in justice I ought to say that but few such cases have come to my knowledge.

*Special Schools.*—During the last year we have carried on sixteen Special Schools, namely: ten Elementary Evening Schools, one Evening High School, two Schools for Licensed Minors, one for Deaf Mutes, one Kindergarten School, and one Evening Industrial Drawing School. The city is not required by law to maintain these schools, with the exception of the last named; but they have been established only after very careful consideration by the board, and they are all serving an important purpose in supplementing the means of education provided in the regular courses of study of the Primary, Grammar and High Schools. I am aware that there are members of the board who do not look with much favor upon these extra schools, fearing that unnecessary expense may be incurred in maintaining them. But so long as no Special Schools can be established or maintained without the authority of the school committee, who are well qualified to judge of the educational wants of the community, and the concurrent sanction of the city council in voting the requisite appropriations for the support of such schools, there is evidently little danger that they will be multiplied without good reason.

*Evening Schools.*—The following table contains the summary of the statistical reports of the several Elementary Evening Schools, which were in operation from October, 1870, to April, 1871:—

SCHOOLS.	Number of Sessions.	Whole number registered.	Average number belonging.	AVERAGE ATTENDANCE.			Average number of teachers.	Average number of pupils to a teacher.
				Males.	Females.	Total.		
North Bennet Street, . . .	112	480	126	83	—	83	8.6	10
Chambers Street Chapel, . .	105	450	206	73	60	133	8.5	12
Anderson Street,* . . .	121	380	203	91	38	129	9.6	12
Warrenton Street Chapel, .	71	373	191	47	51	98	8.2	12
Harrison Avenue, . . .	120	537	233	75	46	121	11.0	11
South Boston, . . .	118	382	146	105	—	105	9.1	12
Roxbury, . . .	84	544	143	69	23	92	11.4	9
Old Franklin School, . .	113	440	91	53	9	62	7.0	10
1049 Washington Street,* .	86	115	73	33	31	64	4.2	10
Totals, . . .	930	3,691	1,412	629	258	887	77.6	11†

\* Colored.

† Average.

In these schools the principal branches taught are reading, spelling, writing and arithmetic. Geography is taught in some to a limited extent.

The success of these schools, both in respect to attendance and progress, was more satisfactory during the last year than in any preceding year. The average number of pupils in attendance to a teacher, exclusive of the principals, was eleven. The instruction is almost wholly individual, and hence the necessity of employing a large number of teachers in proportion to the number of pupils. This largely increases the expense. If these schools were classified, as the day schools are, one teacher might instruct a much larger number of pupils. There are serious obstacles in the way of the classification of the pupils in these schools, so as to make class instruction practicable; and yet it seems to me that they might be classified to some extent, so that the teachers might be enabled to avail themselves of the advantages of class instruction, at least in some branches.

*Evening High School.*—The average attendance was one hundred and fifty against eighty-three for the preceding winter, the first of its existence. It retained the same organization, having been in charge of Messrs. Anderson and Woolson, masters in the English High School, as principals, to whose efficient and judicious management its acknowledged success is largely due. Five accomplished and able assistants were employed. The average number of pupils in attendance to a teacher, exclusive of the principals, was thirty-one, or about three times as large as that in the Elementary Evening Schools. Here the principle of classification is rigidly adhered to, and hence the great economy of the teaching force.

I have been deeply interested in the establishment and growth of this school, and I cannot but regard it as one of the most useful educational institutions of the city. It only need be known to be highly appreciated by all true friends of a complete system of free public instruction.

*Schools for Licensed Minors.*—There has been no material change during the past year in these two schools for licensed newsboys and bootblacks. Those who do not attend with a fair degree of regularity are reported to the committee on licenses of the city council, and their licenses are cancelled. On the other hand, boys are not allowed licenses unless they promise to attend school. The schools are well managed and faithfully taught. They have already wrought a radical change in the appearance and manners of the boys who are employed in selling papers and blacking boots. They have acquired a higher degree of self-respect, and have been encouraged and stimulated in their efforts for improvement. The average number belonging during the last half-year was seventy-nine, and the average attendance was sixty-six.

*School for Deaf Mutes.*—The whole number of pupils belonging is thirty-eight, and the average attendance during the last six months

was thirty-one. The city receives from the State, for the instruction of resident pupils, one hundred dollars each, and for non-residents one hundred and fifty dollars.

The success and prosperity of the school during the past year have been highly gratifying to its friends. Its excellent principal, Miss Sarah Fuller, and her devoted assistants, Misses True, Barton and Bond, have labored with extraordinary patience and zeal to promote the progress of the unfortunate children committed to their charge.

In this school the pupils are not taught the sign-language nor the manual alphabet. The system of instruction employed is what is known as the German system, the pupils being taught to speak and to read from the lips. This system is considered as especially adapted for the education of semi-deaf and semi-mute pupils. Congenital mutes are also very generally found capable of deriving great benefit from this system.

During the last year a very important experiment was made at this school in the application of visible speech to the method of teaching deaf mutes to speak. This system of visible speech was invented and developed by Prof. Alexander Melville Bell, of London. "The fundamental principle of the system is, that all relations of sound are symbolized by relations of form. Each organ and each mode of organic action concerned in the production or modification of sound has its appropriate symbol, and all sounds of the same nature produced at different parts of the mouth are represented by a single symbol turned in a direction corresponding to the organic position."

The experiment was made by Prof. Bell's son, Mr. A. Graham Bell, a very skilful and accomplished teacher, who was engaged for this purpose by the standing committee on the school. He was employed about six weeks, dividing his time between the practical instruction of the pupils and the teaching of the teachers in the theory of the system. The result of this experiment with visible speech seems to me to be very significant. It convinced me of the practicability of teaching even congenital mutes *perfect* articulation, and also that, by the system of visible speech, good articulation can be secured in much less time than is required to produce the same result without its use. It is, in fact, a new and powerful instrumentality in the instruction of deaf mutes.

*The Kindergarten School.*—This school was opened on the 26th of September, 1870, in the Primary School-building on Somerset Street, under the charge of Mrs. Charlotte B. Thomas, a graduate of Mrs. Kriege's Training School in Boston for Kindergarten teachers. The number belonging has varied from twenty-four to fifteen. The nature and aims of the Kindergarten having been set forth at some length by the committee on the school in their printed report, it is unnecessary for me to enlarge on the topic at this time.



Mrs. Thomas has devoted herself to this school with great fidelity, for which she deserves commendation. The experiment has been thus far interesting and useful; but in order to give the system a fair trial, it is necessary to begin the course with a class of pupils of the proper age, not exceeding four years, and carry it through all the stages, as elaborated by Froebel, and then test the pupils so trained with the pupils of the same age in our Primary Schools, not only in respect to their capacity to go on with the branches of elementary instruction, but also in respect to their moral and physical condition and development.

I have great confidence in the value and soundness of the Kindergarten system. The only practical objection to its general introduction in populous communities seems to be its cost. If, after it has had a fair trial, its advantages are found to warrant the expense it requires, no doubt the public sentiment will favor the establishment of Kindergarten schools, sufficient in number for all children from four to six or seven years of age. If this should be done, probably two years would be sufficient time for children who have already received the Kindergarten course, to do all that is now required in the Primary Schools during the three years of the present course.

*Evening Drawing School.*—The committee on drawing, in the last year's report, quoted the Act of the legislature, approved May 16, 1870, requiring provision to be made for free instruction in "industrial or mechanical drawing," and earnestly recommended that the requirements of the statute be met by establishing Evening Drawing Schools where drawing only should be taught. The recommendation was at once adopted by the school board; the city council made the requisite appropriation to defray the expense. The commodious drawing-rooms of the Institute of Technology were secured, and the school was opened, late in November, with several departments, and a crowd of promising and deserving pupils. Nearly a thousand applicants, male and female, entered their names upon the register. Upwards of five hundred pupils received instruction for a longer or shorter period, not more than two hundred and twenty-five being accommodated in the rooms at one time. The school was open four nights a week, the pupils, divided into two sets, attending in turn two nights a week. The average number of different pupils attending weekly was three hundred and eighty. The total cost was \$6,014.84; of this sum, \$1,868.50 was expended for instruments, patterns and furniture, which are now on hand. Ten different instructors were employed, most of whom were connected with the Institute of Technology either as teachers or pupils. Instruction was given in general free-hand drawing,—in the free-hand drawing of machines from solid models, in mechanical and architectural drawing, and in ship-draughting.

The school was altogether a success. The pupils, a majority of whom were young mechanics, found they were getting what would be of the greatest use to them, and so they attended punctually, and worked with a will. The teachers were full of enthusiasm. The committee on drawing, led by the accomplished chairman, were indefatigable in their attention to the interests of the school.

There was some hesitation and delay in making the necessary appropriation for the continuance of the school next winter. I am not surprised at this, for the school is a new thing, and here all new things in our educational progress, however useful or excellent, have to undergo careful scrutiny. This is well. But such an educational improvement as this, once introduced in this city, can never be abandoned, because it meets an immediate and pressing want of the times. The more it is known, the more highly it will be appreciated. It is by no means a contrivance for teaching at the public expense an unimportant accomplishment to a few idlers and drones. It is a wise provision for furnishing the young artisans and skilled laborers in various crafts the technical instruction which they need, and which they cannot get except by means of schools of this description.

What, then, are the facts in regard to the attendance and non-attendance of children in this city?

This important question I propose to answer, as far as I am able to do so by the use of the information at my command. In attempting to accomplish this purpose, the first item of information we have to seek is that of the number of children of school-age. In a small country town it would not be a difficult task to get this statistical item with almost absolute exactness, but in a large city the exact enumeration of all the children of suitable age to attend school is a very different thing. The legal provision for the enumeration is as follows:—

“The assessors shall annually, in the month of May, ascertain the number of persons in their respective towns and cities on the first day of May, between the ages of five and fifteen years, and, on or before the first day of July following, report the same to the school committee.” Our assessors, finding themselves unable, in a city of this size, to comply with the letter of the law by doing this work personally, placed the supervision of it in my hands. This duty I have performed as well as I could during the past ten years. The mode of proceeding is this: An enumerator, experienced in such matters, is appointed to take charge of the work. He selects sixteen assistants, one for each ward, who present themselves at my office for examination as to their fitness for the duty to be performed by them. When the requisite number of assistants has been approved, they are furnished with blank-books, and carefully instructed as to the manner in which they are to proceed. At the end of the first day's work, the enumerator presents

the books of his assistants for examination. This is repeated several times during the progress of the work. If an assistant proves to be incompetent, he is discharged. As a means of securing fidelity and accuracy in the work, occasionally the name of one of the assistants is drawn by lot, and his book is put into the hands of a suitable person to re-canvass a portion of his ground. Sometimes the enumerator and myself together make this re-canvass. Even with all the care thus bestowed upon this matter, it is not to be supposed that mathematical accuracy has been reached. It is, however, safe to say that a tolerably close approximation to it has been attained.

The enumeration of last May made the number of persons in the city, between the ages of five and fifteen years, 45,970. This is the number of children to be educated, or the number due at school, on the supposition that the schooling of all children is to be continued until the age of fifteen years.

We are now to ascertain how far this number can be accounted for. In attempting to do this, we begin with the enumeration of the pupils in the Public Schools, and for this purpose I use the statistics made up at the close of the last school-year, because they contain the last yearly averages. Our school records have not been so kept, until the beginning of the present school-year, as to show how many different pupils are enrolled. They show only the average number belonging. The average for the year is found by averaging in the first place each month, the numbers actually on the roll for each day in the month being added, and the sum being divided by the number of school-days in the month. Then the monthly averages thus obtained are again averaged. When a pupil is absent for five consecutive days, for any cause whatever, his name is dropped from the roll until he returns, and it is not counted with the number belonging. If a pupil leaves without intending to return, his name is dropped at once. This mode of keeping the records makes the average belonging considerably less than it would be if the names of pupils, absent from sickness or other causes, were retained and counted as being on the roll until their return. Teachers generally try to keep their rolls trimmed as closely as possible, because in this way the per cent. of attendance is made to appear more favorable. Besides, it is to be borne in mind that, by this mode of keeping the records, the number reported as the yearly average belonging is much less than the whole number of pupils who have been in attendance for some part of the year. For instance, if one pupil attended school five months, another three and a third two, these three pupils would be counted as if they were only one child attending school the ten months which constitute the school-year.

The average whole number belonging to the Public Schools for the year ending August 31, 1871, was:—

Day Schools, . . . . .	36,174
Evening Schools, . . . . .	1,666
Evening Drawing Schools, . . . . .	380
Total, . . . . .	38,220

The average attendance at the Private Schools for the year ending August 31, 1871, was :—

Tuition Schools, . . . . .	2,945
Free Catholic Schools and Charitable and Reformatory Institutions, . . . . .	4,359
Total, . . . . .	7,304

The average attendance at these two general classes of Private Schools would not probably exceed eighty-five per cent. of the whole number belonging. On this supposition the average whole number belonging to the Private Schools would be 8,593. Adding this number to the average whole number belonging to the Public Schools, we have as the aggregate average whole number of pupils belonging to Public and Private Schools, 46,813, a number larger by nearly one thousand than that of the children in the city of school-age. But this number includes pupils over fifteen years of age. There are none in school under five years of age. We must, therefore, deduct from it those pupils who are over fifteen. In the High Schools the number of pupils over fifteen is 1,082, and in the Grammar Schools, 1,110. As we have no returns of the ages of pupils in the Evening and Private Schools, the number who are over fifteen years of age can only be estimated. In the Evening Schools, I estimate that two-thirds are over fifteen years of age, amounting to 1,110. In the Free Private Schools, little else than the elementary branches being taught, it is probable that there are very few pupils over fifteen years of age. Among the Tuition Private Schools were included the Industrial School of the Massachusetts Institute of Technology and the Commercial Colleges, with five hundred and seventy-six students belonging. It may reasonably be taken for granted that all these students are over fifteen years of age. By far the larger number of the Tuition Private Schools are for young children, and, at all events, the proportion of the pupils in these schools, taken together, who are over fifteen years of age, is not greater than that of the Public Schools, which is about six per cent. Assuming this figure as the basis of calculation, the number over fifteen in these schools is 465. Adding this number to 576, we have 1,041. A fraction of the pupils in the Private Schools are non-residents; but this is balanced, probably, by the Private Schools not reported by the canvasser. Several Private Schools are known to have been omitted in the enumeration.

The number over fifteen years of age stands thus :—

In the High Schools, . . . . .	1,082
In Grammar Schools, . . . . .	1,110
In Evening Schools, . . . . .	1,110
In Private Schools, . . . . .	1,041
Total, . . . . .	<u>4,343</u>

Deducting the total number over fifteen from the whole number belonging to all the schools, and we have the number under fifteen belonging thus :—

Number belonging to all the schools, . . . . .	46,813
Number over fifteen, . . . . .	<u>4,343</u>
Number under fifteen belonging, . . . . .	42,470

This number thus accounted for, taken from the whole number of children of school-age enumerated, 45,970, leaves 3,500 still to be accounted for. For this purpose it is necessary to examine our school statistics a little more closely.

#### CLASSIFICATION OF PUPILS IN PRIMARY SCHOOLS BY AGES.

Five years of age, . . . . .	17 per cent.
Six years of age, . . . . .	22 “ “
Seven years of age, . . . . .	23 “ “
Eight years of age, . . . . .	19 “ “
Nine years of age and over, . . . . .	19 “ “

It appears from the above that the number of children five years of age who belong to the Primary Schools is only seventy-five per cent. of those seven years of age. It may be assumed then at least twenty-five per cent. of the children five years of age do not attend either Public or Private Schools. The whole number of children five years of age is about one-tenth of the number between five and fifteen, or 4,597. Twenty-five per cent. of this number is 1,149. I consider this number of children who are not in school, or nearly all of it, as satisfactorily accounted for. When I say it is satisfactorily accounted for, I mean that this number cannot, with propriety, be considered as any part of the number of children who are growing up without the advantages of schooling. For these children are, for the most part, kept at home by their parents, not to their injury, but for their good. They are not withheld from the school to work at home, or to work for hire. A very small fraction may be prevented from attending school on account of the neglect of parents. It is becoming very common for parents in easy circumstances to defer sending their children to school

until six or seven years of age ; and for a child under six years of age the freedom of a good home is doubtless better than the teaching to be had in an ordinary school. The children of the poorer class of parents, who arrive at the age of five years during the winter season, are generally kept at home until the opening of spring. This is not the consequence of neglect. It is done out of regard for the welfare of the children. Besides, it is to be borne in mind that children five years of age are not generally regarded as having arrived at school-age. In several States of the Union children under six years of age are prohibited from attending school.

And then, on the other hand, it is not reasonable to take it for granted that all children from twelve to fifteen years of age, who are not in school, are to be classed with those who are growing up without competent education. In this State there is no school-age recognized and fixed by law. Is it not doubtful whether it would be best for all children to attend school constantly until the age of fifteen years? I am not aware of the existence of any system of general education that contemplates the constant schooling of all children up to that age. The end of the thirteenth year is the age most generally designated as the minimum for constant and consecutive attendance at Elementary Schools. In Switzerland, a country unsurpassed for the excellence of its system of popular education, the constant schooling of children is not required after the end of their twelfth year. From this age they are required, during three or four years, to attend certain schools from two and a half to eight hours in each week.

The number of pupils between ten and fourteen years of age belonging to the Grammar School is 12,718. This would give, if there were no falling off in the attendance of older pupils, 3,179 as the number of pupils who are fourteen years of age belonging to those schools. But the number of this age actually belonging is only 1,760, showing a falling off of 1,419. This number of pupils, it is evident, must have attended school up to the age of about fourteen years, and if so, they are pretty well accounted for. If they have not received so good an education as could be desired, they are by no means to be classed as ignorants. Then the number between twelve and fourteen is 978 less than the number between ten and twelve. This number falls out of the school ranks after they reach the age of twelve years and before they reach the age of fourteen ; and all or nearly all pupils who remain in school until twelve, even if their attendance is not very regular, get a fair knowledge of reading, writing and spelling, with the elements of arithmetic and geography. It is reasonable to suppose that half the pupils at least, leaving school at twelve or thirteen years of age have a passable elementary education. On this supposition, we have 489 more to add to those previously accounted for.

The children between five and fifteen not in school, thus accounted for, are :—

Those five years old kept at home, . . . . .	1,149
Those leaving school at fourteen years of age, . . . . .	1,419
Half of those leaving school between twelve and fourteen years of age, . . . . .	489
<b>Total, . . . . .</b>	<b>3,057</b>

This leaves less than 500 of the 3,500 remaining to be accounted for ; and yet I have made no estimate of the number under fifteen who have left Private Schools after having obtained a tolerably good elementary education, nor have I undertaken to calculate how much the whole number belonging to our schools would have been swelled by disregarding the “ five-day rule,” and counting as belonging all pupils who have been absent for a much longer period than five days.

#### RECAPITULATION.

Whole number of children between five and fifteen, . . . . .	45,970
Number belonging to Public Schools, . . . . .	38,220
Number belonging to Private Schools, . . . . .	8,593
Total belonging to all schools, . . . . .	46,813
Number in all schools over fifteen, . . . . .	4,343
Number between five and fifteen in all schools, . . . . .	42,470
Number five years old not in school, . . . . .	1,149
Number fourteen years old not in schools, . . . . .	1,419
Half the number between twelve and fourteen not in schools, . . . . .	489
Number between five and fifteen unaccounted for, . . . . .	443
	3,500
	45,970

It appears, then, that the whole number of pupils of all ages belonging to the Public and Private Schools is considerably in excess of the number of persons in the city between five and fifteen years of age ; that the number between these ages belonging to the Public and Private Schools is ninety-two per cent. of the whole number in the city ; that of the seven per cent. not attending school, six-sevenths are pretty well accounted for, making ninety-nine per cent. in school or accounted for, while one per cent. remains unaccounted for. This statement of the case respecting the school attendance in this city seems to afford evidence for the belief that the number of children who are growing up without acquiring at least the rudiments of education is quite small. During the past ten years, I do not remember to have met with the case of a child who had resided in the city until the age of fourteen without learning to read and write.

Our truant officers are expected to look after all children not attending school, who are found in the streets without any lawful occupation. From their reports, and from information derived from other sources, I had good reason for believing that they are faithful and efficient in the performance of their duty. But as I occasionally hear it said in educational speeches, or read in some newspaper communication, that there are several thousand—from ten to fifteen thousand, I think, is the number named!—vagrant urchins in the streets, growing up in ignorance, idleness and vice, I thought I would try to find where they were. Accordingly, a week or two ago, on a bright and sunny morning, taking care not to select a holiday, I set out on a voyage of discovery. I went to all the railroad stations, I drove round the marginal streets, scanning the wharves and alley-ways, keeping a sharp lookout for boys and girls of school-age. The result of this perambulatory expedition, which occupied two or three hours, was quite extraordinary in respect to the smallness of the number of children of school-age that were found at all. Every one found was stopped and his case inquired into. The whole number found was hardly more than could be counted on one's fingers, and among them there was only one who had not a good reason for being out of school. This was a truant, who had slipped through the fingers of his teacher and escaped the vigilance of the truant officer. The next day being fine, I continued the survey, going through nearly all the streets of a densely populated section of the city. The result was about the same as that of the preceding day. The few children found, with one exception, gave good reasons for their absence from school. He was a licensed newsboy, and was generally found in school. A similar district in another part of the city was inspected on the third day. It was the same thing over again. I propose to repeat this survey of the streets when the spring opens. In my last report I presented a tabulated report of the doings of the truant officers during the past ten years. That report affords strong evidence of the activity of those officers, and it is no doubt largely owing to their labors that so few absentees are found in our streets.

But however favorable our statistics of attendance may appear, it is nevertheless quite certain that there are many children in the city who are not in the way of acquiring what may be called a competent education,—that is, a good elementary education; and so long as there is one such child remaining, our efforts to improve the attendance and reduce absenteeism should not be relaxed. Among the forces to be relied upon to secure the general attendance of children at school, the character of the schools is the most important. The more nearly our schools approach to the most approved standard of excellence, the more they will be attended, not only by the children of the wealthier



classes, but also by the children of the poor. In pursuing the conquest of ignorance, this fact should ever be kept in the foreground. Still, the attractive force of a good school is not alone sufficient. Experience proves that it must be supplemented by coercive instrumentalities. As I have already intimated, the truant law, which has been in operation for twenty years, has proved a powerful auxiliary in the warfare against ignorance. Indirectly the truant officers have performed a very valuable service, which, perhaps, was not anticipated when the truant law was enacted. They have, to a very great extent, been the means of making those classes of persons who do not appreciate the value of education at least feel the disgrace of voluntary ignorance. Let the sentiment once become universal among all classes of society that voluntary illiteracy is not only disgraceful, but criminal, and there will be comparatively little need of the application of compulsory means to secure school attendance.

*Superintendent of Public Schools.*—JOHN D. PHILBRICK.

### CHELSEA.

*School-Houses and Accommodations.*—As usual, we desire first to call the attention of parents and of the municipal authorities to the condition of our school-buildings and to the necessity of increased and better school accommodations. The old, one-story red building, perhaps adequately symbolized the "District School as it was," and generations of worthy and useful citizens received in it the rudiments of education. But in that day of the red school-house the country was comparatively poor and the population sparse, with few cities or large towns. Wages were low, and the resources of the country and its general civilization imperfectly developed. Those were Arcadian days, which, in a moral aspect, doubtless transcended the superior civilization and higher refinements of later times. The school-house then was as good and comfortable for the scholar as the farm-house and the mechanic's dwelling were for their occupants. It was even on a level with the parish church, which compelled the worshipper to listen to two hours of doctrine, amid the winter rigors of New England, without the friendly warmth of stove or furnace. Now that our churches have become models of the architectural taste of the age, and the houses of ordinary citizens are witnesses to a higher sense of comfort, utility and beauty, it would seem that the school-buildings and their surroundings should follow in the same path of progress. The kind parent would hardly be willing to bring up his children in rooms so shabby and forbidding as are many of our school-rooms; and children, instead of being drawn to and encouraged by pleasant, airy and tasteful walls and ceilings, like those of the home, are repelled by

the too vivid contrast daily presented to their eyes. If it be necessary to supplement parental affection with pleasant and suitably-furnished apartments in order to render home attractive to children, why is it not equally necessary to add to the accomplishments of teachers and the interest of studies the magic of well-appointed school-buildings, when the same children become pupils in our schools? We do not claim that our school-houses should possess such charms as wealthy citizens give to their dwellings, but they should be as agreeable to the sight and as well furnished as the rooms of our ordinary residences. The naked plaster should give place to some simple and inexpensive decoration, and the rooms and furniture should be tasteful and pleasant. Above all, children should not be huddled into narrow spaces and compelled to breathe unwholesome air.

*Drawing.*—The subject of drawing in our schools, and of the requisition of the statute of 1870, regarding the provision of free instruction in industrial or mechanical drawing to persons over fifteen years of age, has recently been referred to a special committee of the board. The report of that committee, which was adopted in November, secured the establishment of drawing as a required study in all the grades of the Grammar Schools, and Bartholomew's system and books have been introduced as aids to the teachers. It is probable that something more can be done, by the means of drawing-slates in the Primary Schools, to give the youngest children a good start in this study before their entrance into the Grammar Schools. There seems to be no good reason why children may not learn to draw as soon as they learn to write. The two processes require a similar exercise of the hand and a similar use of the eye, and may for this reason be taught together. It would perhaps be more philosophical even to teach drawing first, inasmuch as exercise in the production of the elementary lines in drawing involves all that is requisite in writing.

*Adult Evening School.*—This school was recommenced in October, with about the same number of pupils as attended it during the last session, and was again placed under the direction of Jesse Briggs, Esq., as principal, and Mr. Back and Miss Littlefield as assistants. Boys and girls attend on alternate evenings. It is in all respects a difficult school to manage, the main disturbing element being found in the numerous class of younger boys. The services of a police officer have been often required to prevent noise and mischief in and around the rooms of the old hospital building in which the school is kept, and much trouble is occasioned by the same boys while in the school-room. More of these boys should rightfully attend the day schools; but from the narrowness of the means of their parents, or from some domestic considerations they are forced to work or remain at home during the day-time, and are sent, perhaps unwillingly, to pick up such morsels

of education as can be afforded by the Evening School. The experience of the past few years will probably compel the committee to admit no pupils into this school except those over fifteen years of age, and thus practically to require all boys below that age to attend the day schools.

In spite of these disturbances, or perhaps we should rather say annoyances, the school secures a very considerable good to its attendants. One pupil, over forty-five years old, has made commendable and, to him, very gratifying progress. The girls strive honestly and faithfully to learn, and all the pupils of both sexes improve rapidly in writing, some of them having acquired a fair and plain hand. If this school should be hereafter devoted solely to the instruction of older pupils, who have been deprived by misfortune of the ordinary educational privileges of childhood, its usefulness will doubtless become more manifest.

In concluding this report, we renew the recommendation so often made by our predecessors in respect to a more thorough supervision of the schools. From the necessity of the case, many members of this board are so far occupied with the cares and requirements of business as to be forced either to neglect altogether or inadequately to perform the duties which, in the absence of a superintendent, must devolve upon the committee. Consequently the labor devolves mainly upon a few members of the board, and it cannot be reasonably expected that men, who have families to support and personal interests to cherish, will discharge for an indefinite period, and for a nominal compensation, a constant and laborious round of duties, which require a high degree of ability and devotion, and which deserve a liberal and honorable compensation. When a superintendent, possessing the requisite qualifications, shall be appointed, the labors of this board will be so far lightened that all qualified citizens will be willing to come forward and take their share in them. Meanwhile the duties of the office of school committee will at best be only imperfectly discharged, and its burdens will always be unequally distributed. The system of Public-School education, artificial and defective indeed as it is, will not bear its fruits, and needed reforms and improvements will be delayed. We commend this subject, as well as all the general interests of the schools, to the careful consideration of our successors in office, and to all parents and citizens.

*For the School Committee.*—TRACY P. CHEEVER.

### WINTHROP.

Early last year the Ladies' Union Circle voted to make a donation of their earnings for the year to the town, for the purpose of having

vocal music taught in the schools, which has been of great benefit to the schools, and we feel that this organization is entitled to the gratitude of the citizens of the town, and the board of school committee in this public manner tender their acknowledgment, *ex animo*.

*School Committee.*—H. S. SOULE, LUCIUS FLOYD, C. S. TEWKSBURY.

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## WORCESTER COUNTY.

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### ATHOL.

If, as a town, we desire to appropriate our proportionate share of these blessings derived from the school fund, we must encourage our teachers to secure for themselves the advantages of Normal-School instruction, and then employ them in our own schools, paying them for their service such compensation as will remunerate them for their outlay of time and money. Several young ladies from this town have availed themselves of these privileges. Their services command a higher price than we have felt able to pay, and other communities, more generous and liberal, get the benefit of their skill and culture.

Our High School is furnishing us with young teachers of great promise. They only need to supplement the 'High-School course, by graduating from the Normal Schools, to make most skilful and accomplished teachers, and we hope many of them will do so. We wish all our teachers could have the benefit of Normal-School training, not because they are not well qualified by a sufficient knowledge of text-books, but that they might have the benefit of all the modern improvements in the art of instruction known as the Normal method.

In order that our children may learn less and know more, we trust the time is not far distant when, not only in professional life, but in every school, we shall require and secure special training for the work to be performed. Some of our teachers, who have not had the benefit of normal instruction, but who are industrious, well educated and accomplished, having no intuitive aptness to instruct and govern, we claim as among the best of trained teachers, and such we gladly continue to employ. Intelligence, culture and skill, in the teacher's vocation, as well as in the pulpit, in medicine, at the bar, in business or engineering, will command a good price in the markets of the world; and if, as a community, we would secure the services of the best qualified in any department of human industry, we must pay the market price.

*School Committee.*—JAMES P. LYNDE, *Superintendent*; W. H. AMSDEN, F. G. LORD, S. M. OSGOOD.

## BOLTON.

*Normal-School Instruction.*—Schools of this sort are established for the very object to suggest thoughts, processes, methods that might not otherwise occur to the mind, however well instructed in a general way ; to point out that there are difficulties to be overcome in this direction or in that ; so that the teacher, forewarned and forearmed, may go to his or her work, not utterly devoid of special preparation, but knowing what to anticipate and how to meet it. In other words, Normal Schools are supposed to give the sort of drill the young recruit will need for actual campaigning ; so that the duties of a sentinel, or of a soldier on the march, or in the camp, or of a fighting-man in the ranks, are made somewhat familiar to him before he has had experience of them in the actual field,—a drill the value of which who does not see?

We wish more of our smart young women and young men, who contemplate teaching, for a portion of their lives certainly, would go to our excellent Normal Schools, and give themselves some sort of intellectual and moral outfit before assuming duties so delicate and responsible, requiring so much good judgment and proper feeling.

*School Committee.*—RICHARD S. EDES, EZEKIEL FITZGERALD.

## BROOKFIELD.

*The Home and the School.*—It should always be borne in mind that the success of the school and the welfare of the children depend upon the coöperation of parent and teacher, and the adjustment of right relations between the home and the school. The interests here are not antagonistic, but mutual, and they should be so regarded. The school-room is but a secondary home, and the teacher, for the time being, assumes the place of the parent ; and with the child and towards the teacher should go the parent's sympathy and kindly coöperation in the great work of training the child and educating it into something beautiful and manly in spirit and character. Schools, society, government, churches and prisons are but a reflection and an outgrowth of the home. Let parents think of this, and govern themselves and their children accordingly.

*Supervision of Schools.*—Let there be chosen, say a committee of nine, who shall attend to everything except the selection of teachers and the oversight of the schools, which can best be done by a superintendent chosen for the purpose by the committee, and paid a reasonable salary.

Every institution needs a head, some one person to guide and give it shape and tone. That school supervision is an essential element in

the management and development of our Public-School system none will deny. The National Bureau of Education has its commissioner; States have their superintendents or secretaries; counties in some States, and should in all, have their supervisors; and cities or towns, either separate or two or three of the latter combining, should support superintendents of schools. The superintendent, together with the town's committee, should constitute the town board of education. That our schools need more and better supervision is evident, and that under the guidance of one mind devoted to the business they can be better organized, unified and systematized is also true.

The best of schools need all the help, sympathy and encouragement they may be able to get from one whose whole mind is given to the work of schools, and poor schools and inexperienced teachers can be greatly benefited by the suggestions and help of a good superintendent. Something more is needed with most schools than to set them agoing. The committee system of supervision is better than none; and if towns expect the committee to take good care of their schools, they must compensate such service more liberally than is generally done. A person, whose time is worth from three to five dollars a day, can ill afford to work for nine shillings, finding his horse and boarding himself. But whoever undertakes the work of supervision, a labor of love though it be, let it be done conscientiously and faithfully.

*School Committee.*—A. JUDSON RICH, W. J. ADAMS, DAVID PELLETT, GEO. W. JOHNSON, E. W. HODGKINS, HENRY L. MELLEN.

## CLINTON.

The committee invite special attention to the subject of truancy. At the suggestion of the school committee last year, and by a vote of the town, a truant officer was appointed by the selectmen, whose daily duty has been to call at the schools, and ascertain what scholars were absent, and by visiting their homes to learn the cause of their absence, as well as to notify the parents; also to patrol the town during school-hours, and to bring into school, or to their parents, any children found out of school without some reasonable excuse. Mr. John D. Brigham has performed these duties most judiciously, and the school committee, with many of the other citizens, have observed a great improvement in the attendance of children at school, in their less frequent appearance as idlers and loiterers in the streets during school-hours, and in a general better conduct out of doors and in the schools.

The fact that truancy, stealing and committing acts of wanton or malicious mischief, by children under sixteen years of age, cannot be punished except by the judge of probate in presence of an agent or commissioner of the board of state charities, which process requires

taking the parties, witnesses, &c., to Worcester, with the incident delays and postponements, has induced the truant officer to omit arresting for trial all but two of the cases. He has endeavored to stop the mischief by moral suasion and referring the matter to parents. His reports to parents have often been received ungraciously, and sometimes with abuse. Many of these petty offences committed by young children will not be punished under the existing statutes; and the children, being thus suffered to go with impunity, are liable to contract habits which will be annoying at least, if not dangerous to the community, and of course ruinous to themselves. A discreet and honest trial justice, living in the town, could promptly settle such cases, check evil habits early, and restore the children at once to their schools.

*Chairman.*—FRANKLIN FORBES.

### FITCHBURG.

*Drawing.*—The most important measure in its influence upon education, which has been adopted during the past year, has been the introduction of drawing into our Public Schools. In accordance with a provision of the legislature, adopted in 1870, making drawing one of the studies required by law to be taught in the Public Schools of the State, this branch of instruction has been commenced, with the exception of a few small schools, to be supplied the ensuing term, in all the schools, from the highest to the lowest. Work was commenced during the fall term under many embarrassing circumstance from the nature of our situation. Few, if any, of our teachers were competent to instruct even in the elements, and, excepting an advanced class in the High School, all the scholars in all the schools were obliged to start at the very beginning of the study. Under the instruction of the teacher of drawing, exercises were given in all the classes in the High and Grammar Schools twice per week. In the Intermediate Schools one lesson per week was given by the teacher of drawing, and other lessons by the teachers of the schools. In all the lower grades of schools slates and drawing-cards were introduced, and an appropriate amount of time expended by the teachers. The number of pupils taught during the fall term, according to the report of the teacher, was eight hundred and eighty-two. The teaching, of course, was necessarily almost wholly class-teaching, hardly a moment being allowed to attend to the needs of individual scholars. The teacher devoted herself completely and assiduously to her duties, and accomplished all that could have been expected. Good progress was made in nearly all the classes, and in some classes, and among scholars in all classes, the improvement was encouraging.

A commencement has now been made, and though years must elapse before we attain any considerable degree of perfection, or important results are realized, still we feel a confident assurance, from the interest already manifested in the schools, and the unanimity of public sentiment on the subject, that a great advance is about to be made in our system of education.

The time seems to have arrived when the advantages to be derived from its cultivation, first on the individual, in the enhancement of his means of usefulness and happiness, and again the eminently practical character of such education in its ultimate influence upon the industrial arts, and in all the walks of life, is more fully appreciated. It is now the opinion of most eminent teachers of drawing, and those who have devoted much time to its cultivation, that its study should not be optional in our schools, to be pursued by a few only of those most favorably situated, where the majority of the children have leisure, besides completing the ordinary course, to attend to ornamental branches; but that it should constitute an essential part of our system of instruction,—commenced in the Primary Schools and continued throughout the whole course.

*Evening Drawing School.*—In accordance with the recent provision of law, requiring the establishment of schools for the benefit of all the population over fifteen years of age, in towns possessing more than ten thousand inhabitants, a school was maintained under the direction of the committee during the past winter. After due notice, it was commenced in the hall of the High School-house, under the charge of Prof. A. S. Kimball, of Worcester. A large number of persons, embracing a considerable proportion of intelligent and enterprising mechanics, availed themselves of its advantages. Some of the teachers of our Public Schools also, were in almost constant attendance. After one or two evenings the class became so large that the teacher could not do justice without assistance. After some short preliminary instructions, this aid was furnished by J. Edwin Munroe, N. H. Whitney, teacher of writing in the day schools, and Miss M. Louisa Haskell, teacher of drawing in the day schools. The class was divided into two sections, one for free-hand, and the other for mechanical drawing. Most of the young men engaged in our workshops and other industrial pursuits, selected the latter course. Both divisions made much progress and a large majority manifested commendable interest and zeal. The accomplishments of the division in mechanical drawing exceeded our expectations. The intelligence and accuracy with which the various problems in this department were wrought out, reflected the highest credit upon those engaged in it, and could only have been the result of an interest in the subject, and an appreciation of its value. The school was kept two evenings per week and continued twenty-five



evenings. Total number of scholars, about one hundred and twenty-five; average attendance, about ninety. The committee regard this commencement as very auspicious, and that very great advantages must ensue from the continuance of the plan, does not admit of any doubt. The same arguments which were used with reference to instruction in this study in the Common Schools, will apply to this enterprise. Our material prosperity rests almost entirely upon the character, as to skill and intelligence, of the industrial class, and any agency designed for their elevation in these respects, is worthy of constant and earnest attention.

*School Committee.*—ALFRED MILLER, C. H. B. SNOW, GEORGE D. COLONY, THOS. S. BLOOD, GEORGE JEWETT, S. B. GRANT.

### GARDNER.

The statute in respect to truancy or non-attendance should be obeyed by parents and guardians, or else enforced by the committee. The justice of it is apparent. Every citizen is taxed to support schools, so he has a right to demand that the benefits of education shall be universal, and the object for which he pays his money more fully answered in the security and morality that the wide diffusion of intelligence gives to the community, the State and the nation.

In this connection it may be appropriate to show to what extent time and opportunities are wasted by absentees. The loss last year was twelve thousand one hundred and ninety-three days. Though great, it was less in proportion to the thirty weeks of term-time than the number brought out in the next previous report that covers only twenty-four weeks. While we are glad to notice some improvement in this respect, still the loss shows much waste without adequate compensation, or, in many instances, sufficient excuse. Consider the following facts: The loss last year was equivalent to that of suspending a school of fifty scholars for only little less than forty-nine weeks, while the largest school in town, the Primary at the Centre, could be kept thirty-seven weeks and a half from this lost time, and it would give the smallest school in town, the North, nearly one hundred and fifty-two weeks and a half, or more than five of our present school years. Your committee are aware that many may not consider the actual loss so great as expressed above; but we believe it to be greater than that which is indicated by those facts; for the frequent or occasional absence of one will often affect others in attendance, since no class can do its best unless all are present at every recitation. Irregularity in this respect tends to lower the average scholarship and the standard of excellence sought in each exercise, so the highest emulation is wanting, and none make the improvement they would, were

every class complete through the whole term. The error and evil of neglecting education seem to belong, for the most part, to the children of adopted citizens, and, in some instances, to those of poor parents. The latter, taught in our Public Schools, or not at all, are to engage in the battles of the world with odds against them, therefore they should not neglect to supply the want of wealth with treasures of wisdom.

*School Committee.*—JOHN M. MOORE, JAMES EMERSON, JOHN E. WHEELER.

### HARVARD.

The town has made very liberal appropriations for schools, indicating thereby a determination to have them of a good quality. But it is a serious question whether the town can support schools in nine different districts as the expenses of schooling increase. Is there not some way by which we can reduce the number of the schools and increase their worth and efficiency, with but little if any additional expense? In view of the foregoing facts, and of the great good that would arise from proper grading of the schools, the committee recommend the town to take measures to consolidate the districts and thus increase the size of the schools.

*School Committee.*—A. J. SAWYER, J. Q. A. MCCOLLESTER, NOAH WARNER.

### LEICESTER.

We are now able, for the first time, to fix upon and announce a uniform time for the opening of all the schools in town, and also the time of closing, with the exception of the winter term.

All these measures look toward the establishment of our schools on a systematic and effective basis, modelling them after the schools in our cities and larger towns. We trust that the intelligent citizens of the town will enter into the spirit of these plans, and give encouragement to every endeavor to elevate and improve the character of our schools, and make them in every sense worthy of the town, and sources of a sound practical education.

Another desire and aim of the committee has been to bring parents into closer and more sympathetic relations with the schools, and to identify them in a measure with the order and improvement of the school-room. Teachers in the village schools are instructed to notify parents at once of the absence of their children. In this way, truancy, which was a somewhat serious and threatening evil, has become almost unknown.

*School Committee.*—A. H. COOLIDGE, LEWIS HOLMES, L. G. STURTEVANT, JOHN E. RUSSELL, CHARLES A. DENNY.

## LEOMINSTER.

Commissioner Eaton, of the National Bureau of Education, by careful research has proved beyond question that eighty per cent. of crime in New England is committed by those who have no education, or none to serve them a valuable purpose. In 1828 nearly thirty per cent. of all the prisoners, in the United State were unable to even read or write. About one-third of all the crime in the whole country is committed by from three to seven per cent. of the population, the most ignorant portion of the people; while only one-fifth of one per cent. is perpetrated by those who are educated. It is not, however, the education obtained in the schools alone that is valuable in this respect, for it is found that from eighty to ninety per cent. of criminals have never learned any trade, or mastered any skilled labor. Ignorance also panders to intemperance, and these two causes combined furnish the great majority of the inmates of our prisons, almshouses and reformatory institutions.

Such facts impress us with the importance of our system of Public Schools, and exalt the wisdom of the founders of the Commonwealth in rendering it possible for every child within its borders to receive an education at the public expense. The lamentable and yet inevitable results of ignorance, confirm the wise policy of modern legislation in making attendance at school, for a limited period at least, compulsory, and clearly proves that we cannot too carefully watch over our Public Schools, nor too earnestly labor for their improvement, as their success lies at the foundation of the prosperity of the State.

Reading has already been spoken of; and declamation, being kindred in nature and properly included under the same head, may be dismissed without remark. The ordinary school recitations we pass by with one suggestion to the teachers. Answers to your questions should be full, complete and given with correct language. Allow no imperfect and incorrect expression to pass unnoticed. It will be at once apparent how efficient a mode of improving the art of expression this might be made. But it was of composition, or the power of expressing ideas in clear and correct language that we designed to call attention to under this head. The scholar who possesses skill in composition, can learn any other study more readily and will receive more benefit from what he learns. There is no reason why this important part of education should be so much neglected; nor is there any inherent difficulty in teaching it. No branch of study can be taught with greater ease or with more certainty of success. The mistake generally is that the study is not begun early enough. As soon as the child is old enough to read and make letters, exercises in composition

should commence. At first these exercises should be of the most simple character, and as age and capacity increase, the lessons may be more complicated. Exercises in composition may be begun before the study of grammar, and continued after that study is commenced in connection with it. And this course should be pursued regularly as a part of the daily exercises of the school. In this way most scholars can acquire the ability of expressing their thoughts with clearness, force and elegance.

We ask the male citizens of the town to visit the school-room, not merely at the final examination, but in term-time. Let there be a score or two of such visits during each term; and both teachers and pupils, and the committee also, will be encouraged and excited to renewed effort for improvement. We repeat, that unless the people themselves manifest their interest in the Public Schools the greatest success cannot be achieved.

*School Committee.*—C. C. FIELD, HENRY A. BOYDEN, J. H. RICE.

### LUNENBURG.

The tardiness or irregular attendance of children is generally and mostly the fault of parents. But when the majority of the children in any school are tardy and irregular in their attendance, the teacher is usually in fault. Instances occur almost every year in which a teacher resigns, leaving a school in the habit of punctual and regular attendance. A successor is employed, and in a very short time these good habits are almost entirely broken up. The reverse of this, also, sometimes takes place. A faithful teacher has labored for several terms in a particular school, and has complained and fretted a great deal about the general tardiness and irregular attendance of her pupils. She really believes, and perhaps has led the committee to believe, that the parents in the district are unusually remiss in sending their children. But in the course of events this teacher retires from the service, with the respect of the committee, who sincerely regret her leaving. A young woman, with little or no experience in school-teaching, takes her place, and complaints of the indifference of the parents and children, in regard to attendance, are no longer heard. The spirit of the teacher's character is gradually infused into the children. Tardiness and absence begin to diminish, and before three weeks have elapsed, the new teacher has introduced habits of early and habitual attendance in the place of tardiness and irregularity.

*School Committee.*—WILLIAM H. DOWDEN, GEO. A. CUNNINGHAM, L. AUGUSTA GOODRICH.

## MENDON.

*Equal Rights.*—Three of the schools (numbered 3, 4 and 5) have been kept only six months, while the others, with the exception of the High School, have been in operation seven months of the year. This is a manifest injustice. Every child in town, however located, is entitled to equal rights in this respect. One child has no claim for a longer term of school than another. We see no good reason why children in one locality should receive and enjoy privileges denied those in a different locality. The district system has wisely been abolished. It should practically remain among the things that were. The schools are now the common property of the whole town, and are supported by a common tax upon all the citizens. Every child can legally claim equal advantages arising from the common fund created for the benefit of all. We believe, therefore, that all our schools should be of uniform length. It may be said that “in some sections of the town the number of children is so small that it is not right to give them as much money as is expended on larger schools.” The children should not suffer because they live in sparsely populated portions of the town. If it does not cost more per scholar, it is their right to have what others have. The three schools we have alluded to are all small, containing from eleven to twenty-one pupils. No doubt there is something of a waste of money, or at least not a judicious expenditure of it, to support separate schools of this size. The teacher could easily instruct more. In a school of eleven scholars it is difficult to awaken so much interest and ambition among the pupils as where the number is greater. How can this matter be remedied? We have a suggestion to make, of which we ask a careful consideration from those most directly concerned. By an Act of the legislature of 1869 (chap. 132), the several towns of the State are authorized to “appropriate money to be expended by the school committee, in their discretion, in providing for the conveyance of pupils to and from the Public Schools.” Now our suggestion is this. Would it not be better—a saving of money, and more conducive to the best interests of the children in these small schools—if a less number of schools were maintained, and some one should be employed to carry the scholars of number five to number six, for instance, and those of number three to number four, where they would enjoy better advantages? If this plan could be adopted, the services of two teachers could be dispensed with, and the cost of fuel for two winter schools would be saved, with detriment to none, but with a greater good to a greater number, in our humble opinion. And especially is this matter worthy of consideration, in view of the fact, that at no distant day the town will be called

upon to essentially modify the old or to erect new school-houses. If the cost of two school-houses can be avoided by such an arrangement, it must certainly commend itself to the attention of the tax-payers. There is but little hope that the outskirts of the town will increase very much in population for many years to come. But on the other hand the late census of the State shows that in most of our rural towns the population is decreasing, and this fact ought not to be forgotten. It is far better for the child—we believe it will be more economical for the town—to carry him two or three miles where he can have a good school, than to maintain an indifferent one at his very door. This plan of carrying the children to and from school has been tried in some towns, and we are assured by the committee, and they have so declared in their report, that “the arrangement has been pleasing to parents and children and has thus far worked well.”

*School Committee.*—GEORGE F. CLARK, *Superintendent*; GUSTAVUS B. WILLIAMS, EDWARD H. TAFT, DAVID ADAMS, EZEKIEL P. GASKILL, GEORGE W. JENNISON, SAMUEL W. WILCOX, JOHN R. HAYWARD, LINUS B. STAPLES.

### MILFORD.

*New Policy.*—As formerly reported, several improvements have been introduced into the Primary Schools, with good results. But in view of all the facts, we have concluded it to be desirable, that, as soon and as gradually as circumstances may permit and require, the same policy should be applied to these schools, as to the other and less important, though superior; in other words, that no teacher, Primary or otherwise, ought to be appointed, who has had no school experience, and no special instruction in appropriate methods.

In opposition to this policy of reform, several objections may arise:

1. “It is an innovation.” But so is any improvement. So was the universal requirement of the slate, and the introduction of writing and of written arithmetic into the Primary Schools. So were the High School and its grading, and the grading of the Common Schools of the town; and these were opposed on that ground. So were the railroad, and the steam-engine, and the electric telegraph. If innovation is validly an objection, we shall take no forward step, but fall backward into ignorance and barbarism.

2. “It will cost something; instead of paying teachers a small pittance, salaries will need to be advanced.” But the small pittance is wasted, and the time of our children and much of their faculty thrown away. We repeat, “It is of the greatest moment that children should start right, in the pursuit of knowledge, or they will be wrong throughout the course.” Our inexperienced teachers cost the town vastly more than the difference of salary can be, in that which is of far

more value than money : the precious time and faculty of hundreds of children. The truest economy in this case is a reasonable expenditure, especially as that expenditure, as we shall see, need be small in fact, and very small compared with the results which may properly be expected to flow from it.

3. "It fails to provide places for High-School graduates, unless they obtain previous experience or methodic instruction." The complete answer is a question. Is not that best for the town? Or, if it be said that our graduates may leave town and find places elsewhere, is that not best for the town, although other towns are willing to accept the evils of inexperience? Is the town a party to a contract which is wholly one-sided, and therefore no contract? Is it obliged to find places for graduates who wish, while graduates are under no obligation to take places at the desire of the town? Is it obliged to put into office those who are inexperienced, while the same persons are under no obligation to remain in its service, when they have learned enough by their experience at its expense, to command more salary than it can afford? Is it obliged to keep inexperience in town when experience is under no obligation to remain? The schools, the committee are clear, are not for individual but for general interests; and no individual interests ought to stand in the way of their improvement.

4. "Milford is not ready for it. The schools are practically good enough, even if some ideal excellence is not attained." But is not Milford ready for any improvement; is it not desirous of any improvement which can be had with little cost, and which will save, on the average, a year of the life of thousands of its children? If its schools, with a large share of inexperience in the management, produce relatively good results, what may they not do if a new policy is inaugurated, insuring the advantages of experience, and approaching toward the desideratum of "the best teachers"? The "ideal" school was never attained, in any part of the wide world; but let it not be despised, for it is the inspiration of all progress in education. Milford was getting on, and was "not ready" for railroad improvements, no doubt, in many minds; but it has incurred large debts that railroad facilities might be multiplied. What are such material improvements compared with the advantages of educational progress?

The committee could not doubt, in view of the facts, that the proposed policy is best for the Primary Schools, as it had already proved in the High, District and Grammar Schools; nay, that its application there is more needful and important. They can conceive of no reason of the least validity, why that policy should not be adopted in future appointments, unless there are insurmountable practical objections; as, for instance, the impossibility of securing experienced or instructed

teachers, on account of cost beyond the ability of the town. But that there is no such practical obstacle is demonstrable.

*School Committee.*—MRS. M. J. C. RUSSELL, T. W. FLATLEY, H. H. BOWERS, C. A. DEWEY, C. J. THOMPSON, G. L. DEMAREST.

### SOUTHBRIDGE.

The registers kept by the teachers show that two hundred and twenty-two visits have been made by the committee, an average of about twelve visits to a school. There is hardly a day during term-time in which every member of the committee is not called to some duty connected with the schools, of which no record is made. So it will and must be until, in accordance with previous recommendations of the committee, the town feel able and willing to pay the expense of a superintendent. Such an officer would not, however, save committees and parents the necessity of thought, consultation and discussion. The superintendent must be appointed by the committee and be "under their direction and control."

*Visiting Schools.*—The registers record nine hundred and seven visits, an average of over forty-seven to a school. As the schools average about three hundred sessions annually, the visitors average one to every six sessions. Frequent visits are better than a crowding of the rooms at the end of the term. The best kind of examination is that of the daily working of the schools. Your committee are well aware that many persons would be drawn to the closing sessions if they were exhibitions instead of examinations. For exhibitions there are some valid arguments, but they are outweighed by the objections, chief among which is that on and before the closing day they divert attention of both pupils and visitors from the main purpose of the schools. The best exhibition of themselves that a class can make is to give the sense and spirit of what they have read during the term, to receive questions in mathematics, given at random, and work them out promptly on the blackboard in their usual manner, to sing as they do daily, and to answer questions in other studies without any special preparation.

*Teachers' Meetings.*—The committee have held a teachers' meeting eight times during the year. The last three annual reports have explained the character and purpose of these meetings,—acquaintance, conference on school questions, the promotion of enthusiasm and actual drill in pronunciation, in reading, in object-lessons, in definition of words, in arithmetic, in drawing. One of the chief advantages of these meetings is the opportunity they afford for suggestions to teachers, which all need to hear, but which all will not hear unless made when they are together—suggestions which are received much



more profitably when the teachers are assembled than when given individually in the hurry of school exercises, beside suggestions that cannot be made in the schools without personal criticism of the teacher, which will do more harm than good.

*School Committee.*—A. J. BARTHOLOMEW, B. F. BRONSON, L. W. CURTIS, F. C. FLINT, MANNING LEONARD, F. A. WARFIELD.

### SPENCER.

One of the most important branches of administration in reference to educational interests relates to school supervision. If there be any lack, and we by no means suppose we have yet attained unto perfection in our school system, either as regards the town or State, it is to be found just here. The vast majority of all those persons, chosen to this position are, we think, delinquent on this point. And we have no reason to suppose ourselves any exception.

We hear a great deal said in these days as to the superexcellence of the system of education in vogue among the Germans, and by them so persistently carried out. And if comparisons are instituted between their system, and the system adopted by other nations, it is unanimously conceded that the advantages are with the former. Yet in one respect, at least, and one whose importance can scarcely be overestimated, the Germans even are excelled. It is said by those who are conversant with the matter, and therefore able to speak intelligently on the subject, that the Dutch school-masters are the best in the world,—a fact which they say can be accounted for only on the principle of a better system of inspection. What is demanded, what is absolutely essential in order to secure the highest efficiency, and the most permanent results, in the thorough mental discipline and the most symmetrical development of the minds of the children and youth of our schools, is a careful, persistent, fearless and independent method of supervision. If this be wanting, our schools cannot reach the highest standard of excellence, however superior qualifications may be possessed by the teacher, or however hearty and efficient may be the coöperation of parents.

*School Committee.*—E. M. WHEELER, J. E. BACON, W. A. NOTTAGE, E. HOWE, I. C. TYLER, H. R. GREEN, W. O. BEMIS, J. A. BEMIS, V. PROUTY.

### TEMPLETON.

Our High School is doing a great and good work, which we believe is very generally appreciated throughout the town; but by none can it be better appreciated than by its own graduates; they having enjoyed its advantages and entered upon the active business of life, are reap-

ing the benefits of the discipline and knowledge there acquired. May it increase in influence and usefulness, as it shall enjoy increased advantages, which we hope the town will accord it from time to time. Prominent among the improvements for the near future is the suggestion made in our last annual report, for permanent location. We think the advantages accruing to the High School from such a course would be scarcely greater than to the Grammar Schools, which are much interfered with under the present arrangement.

This school presents an excellent example for our Common Schools to follow in regard to regularity and promptness of attendance, particularly in regard to tardiness—only four scholars out of sixty-four attending the fall term being unfortunate enough to have tardy marks placed against their names. This is the more worthy of notice, as our scholars come from all parts of the town—many from quite a distance—and indicates a high degree of interest on their part.

*School Committee.*—F. LELAND, J. B. GOULD, P. BLODGETT.

#### UPTON.

*Interest in the Schools.*—However much you might say in regard to raising large sums of money, furnishing good teachers for the children, and comfortable and pleasant houses for the schools, you cannot impress the intelligent person with the belief in your burning interest, unless you spend a little time yourselves to look after the schools, and the servants employed to do your bidding. It is not enough that you appoint a committee to employ teachers, and look after the schools. You must know by personal observation whether the work is well done. Children should be questioned at home about their studies, and be made to feel that parents are pleased with good progress. You should visit the schools where your children attend, and show by your presence and manner that in their welfare is your deepest interest.

Since the system of grading the schools in the two villages has been adopted, we find a decided improvement; this is more particularly so with the Primary Schools, and it is in these we find the most interest manifested by the parents. At one of the examinations a parent remarked that the Primary Schools were the best, and as the schools rise in grade the poorer they grow. There is too much truth in the remark. Is there no remedy for this? Certainly there is. Earnest endeavor and a strong determination to make the schools what they should be, will bring about the happy result.

We think, by experience of the past year, that three terms have given more general satisfaction than two, and would suggest that for the year to come the schools be taught three terms of ten weeks each; the first term commencing not later than the 15th of April; the second

term commencing not later than the 2d of September, and the third term commencing the first Monday after Thanksgiving.

It is the intention of your committee, if the High School should be continued,—and we hope it will,—to still further raise the standard of admission, and thus make it an honor to become a member of it. The higher we can make that school the more will the other schools be raised, and the more interest will the scholars manifest to become prepared for admission. We never rise higher than our aim, and never go beyond our efforts.

Our position in society, and the position of those we educate, will be levelled by mingling with the outside world. Without an education as good as our best High Schools give, a person's chances in life are limited.

*School Committee.*—HORACE FORBUSH, JEROME WILMARTH, GEORGE S. BALL.

### UXBRIDGE.

Our High School has averaged a little larger than last year, about two scholars daily. The percentage of attendance has also been better,—93.6 per cent. against 90.7 per cent. last year.

One feature at the examination was new to us, and, by its success, told how well the minds of the scholars had been trained to think, and to arrange their thoughts in appropriate language.

On the programme half an hour was assigned for composition, the subject to be announced by one of the members of the committee when the time for the exercise had arrived. At the appointed time paper was distributed and the subject, "Good Manners," announced. At the end of the half hour the papers were taken from the scholars, without opportunity for them to re-write or correct them in any way.

They were passed to the committee and friends present, and selections were made, and without having opportunity to read them from the time of writing, until, without any knowledge on the part of the writers that they would be so called upon, the compositions were handed them for the purpose of reading. The exercises proved that the teacher knew the qualifications of his scholars, and had not offered a test beyond their abilities to meet.

*Chairman of School Committee.*—C. A. WHEELOCK; *Secretary*, C. A. TAFT.

### WARREN.

In the spring term of the High School there were but two cases of tardiness; in the fall term, seven; and in the winter term, four. Whole number of scholars in spring term, forty; in fall term, forty-two; in winter term, forty-three.

In the Grammar School there were in the spring term thirty-two scholars, with but six cases of tardiness ; in the fall term twenty-nine, with but six cases of tardiness, and in the winter thirty, with but seven cases of tardiness. Evidently it is not considered honorable in either of these schools for a scholar to be absent or tardy. Promptness seems to be the fashion, and a worthy fashion it is too.

In the High School ninety-five per cent. of the pupils were in school during the spring term, ninety-seven per cent. during the fall, and ninety-four per cent. during the winter. In the Grammar School ninety-five per cent. were present in the spring, ninety-one per cent. in the fall, and eighty-nine per cent. in the winter. These results are rarely to be met with in any Public School, and they are of a very encouraging nature.

It is possible that some items of expense incurred by your committee might have been avoided or lessened ; but we are unable to see how or where, without shortening the terms of your schools, or lowering the standard which we have been aiming to reach. The demand for good teachers is increasing every year. Such are able to command higher wages even than we have been paying, notwithstanding the impression which seems to prevail in some quarters that we pay too much. In several instances we have been obliged to relinquish the services of a successful worker, because she could do better elsewhere. We are sorry to lose them, but we do not blame them. Farmers never hesitate to take the highest market-price for their products, and they have sometimes been known to complain because that price isn't high enough. You expect to pay the market-price for whatever you buy ; and generally you want the best. Seventy-five cent tea isn't good enough ; and rather than drink that, to please your palate, you go up to a dollar and a half, it may be. When you buy a suit of clothes you look out for the shoddy ; better pay twice as much, you say, for a good, firm, substantial cloth. The one will wear, the other will be all rattled to pieces by the wind. Now there is as much difference in teachers as there is in what people call tea. Some are wishy-washy, insipid, with no spirit in them (we have tried to avoid this class, and have usually succeeded, though not always) ; others are clear, sparkling and inspiring. This latter, of course, is the kind you want. But if you would have them you must pay the market-price for their services.

*Chairman School Committee.*—J. H. MOORE.

## WEBSTER.

During the past year the grading of our schools has been completed, and we now have one of the most perfect systems of Public Schools to be found in any town of the Commonwealth outside of the large cities.

Our population is so situated that all but about thirty pupils in town are brought into the Graded Schools. This change in our school system has been brought about within the last five years, since the abolition of the district system, by the constant efforts of each successive board of the school committee, and the liberal appropriations of money by the town for school purposes.

Children at five years of age can now enter the Sub-Primary School, where they remain two years, learning to read and spell, to count, to print the letters of the alphabet, to draw some pictures on the black-board, &c., and then are promoted to the Primary School.

Here they are taught reading, spelling, mental arithmetic, geography, the sounds of the letters, and then pass into the Intermediate School. This school has reading, spelling, writing, mental arithmetic, and geography. English grammar and written arithmetic are taught orally.

They then go into the Grammar School, where the same branches are pursued, except that English grammar and written arithmetic are taught from text-books. After two years in this department pupils go into the High Grammar School, where mental and Eaton's written arithmetic for Common Schools are completed, English grammar continued, analysis of the English language and history of the United States commenced.

After having pursued these branches in the lower schools, the pupil can enter the High School for a four years' course of study if he pleases, which will furnish an education ample for all practical purposes, and secures to the resident of Webster educational privileges not often surpassed in any town of the same size in any Commonwealth.

This High Grammar School furnishes an excellent opportunity to boys or girls from twelve to sixteen years of age, who may wish to leave the mill or workshop for one or more terms of schooling. They can enter any class for which they are qualified. We hope many will avail themselves of this privilege.

*Graduating too soon.*—On visiting our schools we see many young children, bright, intelligent and active in the pursuit of knowledge, who hold honorable positions in their classes. Suddenly we find their places vacant. On referring to the register, we find some of them to be ten years of age, others twelve, others still, thirteen or fourteen. It is always pleasant to see pupils of tender age, of all conditions in life, entering with zeal and spirit into the acquisition of knowledge, but it is sad and painful to see them quit school on the very threshold of their education. We inquire for them and the reply is, "gone into the mill."

We know that necessity is a hard master, and sometimes allows no

compromise; but we very much doubt whether necessity compels all that leave school early to do so. We very much fear that in some cases avarice has as much to do with it as necessity. So long as that is the case, our schools may be of the best, and yet not show a high degree of culture and advancement. We think that some parents who hitherto have been rather indifferent to the benefits of education are beginning to feel that some knowledge is necessary, even in the humblest condition in life. Yet, so far as education is concerned, there is no condition in life. In the pursuit of knowledge the child of the peasant may rank with that of the potentate. The bans of poverty are no bar to the impulses of the mind. He who was cradled in obscurity may become a prince in the halls of learning. Therefore we say to parents, when the benefits of schools are as free as the rays of the sun, do not let them be lost to your children by indifference on your part.

The time is no doubt coming when the same amount of knowledge is to be gained in a shorter space of time than at present. But it will be when teaching is less mechanical than now, and more oral and analytical in its character, when definitions are simpler, and more clearly adapted to the understanding of the youthful mind.

Children are not interested in what they do not understand. Hence the importance of a teacher becoming so completely master of a subject as to convey his information in language so clear and intelligent that the pupil may become master of the thought also. In all cases where teaching is based upon the laws of thought and understanding, though learning is labor, it becomes a charming work, interesting the pupil and luring him on, as the grains of gold do the miner who delves in the bowels of the earth.

But what should we think of a parent who clothed his boy of eight years of age in the habiliments of a man? The idea would be so ridiculous that the boy would become the laughing-stock of the neighborhood. But why is there any greater incongruity in that than teaching the same boy elementary principles in a language he does not understand?

During the year we have had some fine specimens of oral teaching in our schools in the elementary principles of written arithmetic and in English grammar and analysis. We would say to those teachers, go on in the same path in the future. Let geography in its first principles be taught in the same way.

Elementary principles taught from a blackboard by a good teacher are more attractive to pupils, and much quicker learned than from text-books. Therefore, teachers need two simple rules for their guidance. First, a full mind; so as to simplify, illustrate, and adorn any subject they undertake to teach; and second, to understand the

laws of mind so as to adapt their teaching to the grade of intellect under their charge. The more perfectly these rules are carried into practice, the more complete and satisfactory will be the teacher's success.

*School Committee.*—WALDO JOHNSON, EDW. P. CARTER, J. V. OSTERHOUT.

### WESTBOROUGH.

The registers of the different schools show that the "average attendance" compares favorably with that of former years; especially is this true in the village schools, in which the foreign element prevails so largely. The whole number of half-day absences recorded during the third, or last term of this year, is more than a thousand less than the number recorded during the corresponding term of last year. This result may be due, in part, to the mild winter we have experienced; but we believe, also, in part to the exertions of faithful teachers, and to enlarged views of the importance of regularity of attendance among the parents of the pupils. We have to regret, however, that many of the parents are so indifferent to the schooling of their children. This, perhaps, is not to be wondered at, when we consider that they are themselves ignorant, having been born and trained under institutions differing from ours; hence, they do not realize the importance of a Common-School education in a republican government. But it is the duty of every community to protect itself against ignorance. We recommend to the town, therefore, the appointment of a board of truant officers, to execute the laws of the State in relation to truancy, and to the employment of children under fifteen years of age, in manufacturing establishments.

*High School.*—This school is in a very prosperous condition. Within the last two or three years it has undergone a complete transformation. From an ungraded school of less than thirty scholars, irregular in attendance, not adhering together in classes, it has become a school of nearly fifty pupils, organized into classes, or forms, pursuing a prescribed course of study, either English or classical, possessed of scholarly ambition, and occupying the time and skill of two liberally educated teachers,—in a word, it has been wrought into a High School that will compare favorably with other schools of corresponding grade in this Commonwealth. Each of the courses of study prescribed embraces a period of four years; consequently, the school is divided into four classes. The courses of study, and the instruction given, are designed to be sufficiently complete and thorough to prepare young ladies to teach in the Common Schools of the State, and young men to enter any College in the country; or to give to both sexes a sound, practical business education.

*Chairman School Committee.*—E. B. HARVEY.

## WEST BOYLSTON.

*Evening Schools.*—The town having made a generous appropriation for Evening Schools, designed expressly for males and females upwards of fifteen years of age, one for males was commenced in Oakdale, in the lower department of the Grammar School-house, under the charge of H. E. Morton, Esq. This school has not been as large as was anticipated, but under the judicious management of the teacher, has proved very beneficial to those who have attended.

An Evening School for adult males was also kept in the Primary School-house, No. 6, by Mr. F. B. Willard, of Boylston, a gentleman of thorough education, and large experience in teaching. The school commenced under very favorable auspices, with ninety pupils or more, but for reasons incident to a school of this kind, the attendance has varied from thirty to sixty. The elementary studies,—reading, orthography, writing and arithmetic,—have been the principal ones taught, and a very commendable improvement has been made.

The Evening School for adult females was under the care of Mrs. C. C. Holbrook, of this town. It was kept in the school-house belonging to the Beaman Manufacturing Company. That corporation, and Rev. Mr. Derbuel, of the Catholic church, contributed generously to its support. Whole number of pupils, sixty, including several married women. Any one spending an evening in this school would be convinced of the great practical benefit of it. The punctuality, absorbing interest, correct deportment, and enthusiasm to acquire knowledge after days of hard labor, is certainly very commendable, and should be encouraged. Very great and rapid improvement has been made in reading, spelling, writing and arithmetic, and both its pupils and its patrons express unqualified approbation.

*Secretary.*—GEORGE F. HOWE.

## WEST BROOKFIELD.

No amount of expenditure is lost when an equivalent is returned. It is difficult for some to appreciate a value which cannot be estimated in dollars and cents; yet there are treasures more valuable than gold.

The amount expended on our schools, is, no doubt, a good investment so far as material wealth is concerned. To what are we so much indebted for the discoveries and inventions of the last half century, as to the general diffusion of knowledge among all classes?

We have passed from wooden ploughs and wooden shovels, and hard toil and slow progress in every department of labor, to ease and rapidity in all. Why do not the sons follow in the steps of their



fathers, undeviatingly, as in past centuries? Is it not because of the greater intelligence of the masses? Public education has been carried to such a degree of perfection as to awaken thought and open the door for investigation. Forty years ago, parents, generally, were satisfied if their children could read and spell and write, and the boys knew enough of arithmetic to add, subtract, multiply and divide. Practically, this might be sufficient for two-thirds of the people. But at the present day, education means something more than this. It looks to mental growth as well as present utility. It is not now often asked what good it will do to study this or that. It is generally understood that vigorous application gives power to the mind; that the sciences are so connected that a thorough knowledge of one helps to develop the others.

The education of the memory has a certain value. It may retain the wisdom of ages and be of service in many ways, but it leaves the world where it finds it. The training which awakens thought and calls into requisition the reasoning powers is that which makes the world move. It is this kind of training that has enabled man to harness the forces of nature to bear his burdens and carry his messages.

*School Committee.*—W. B. STONE, B. P. AIKEN, L. FULLAM.

### WINCHENDON.

No small proportion of the money at present expended is practically lost on account of the extended intermission between the spring and fall terms. If the appropriation could be made to cover the expense of three terms, two of which should be ten weeks each, and the other eight, or what would be still better, three terms of ten weeks each, the advantages resulting from the expenditure at present made would be greatly enhanced. In the long interval now existing between the terms children forget much that would be retained, if they could enjoy a short term of school.

There is this strong additional consideration in favor of lengthening our school, viz.: we can employ a better class of teachers at a less average expense. Many teachers, after proving their efficiency and gaining valuable experience in our schools, are induced to accept positions in other towns where the schools are continued with short vacations throughout the year, or are led to seek other employment.

*School Committee.*—G. A. LITCHFIELD, C. H. WHEELER, WHEELER POLAND.

### WORCESTER.

*Evening Schools.*—Two new Evening Schools have been organized this year,—that at Summer Street, and that at Cambridge Street.

There is an increased demand for these schools, and the attendance is larger than ever before. The majority of pupils need instruction in the most elementary studies. Many are children scarcely fifteen years old, who work by day. Others, especially those at Orange Street, are of maturer years, and some are well advanced in their studies. These schools must soon receive much greater attention. Stricter laws for school attendance will soon be enacted. Then the question of Evening Schools and Half-Time Schools will become prominent; for there will be men and women to be taught, who see at length the need of the learning they did not acquire in youth; and "the poor ye shall have with you always," whose children must work. In the neighboring city of Fall River, one-half the youthful operatives in the mills work in the morning and attend school in the afternoon, exchanging places with the other half, who attend school in the morning and labor in the afternoon. An arrangement like this, which the parent might make early in the year, would prevent all hardship in the execution of our law for school attendance. But the Evening Schools are not for the poorer class of scholars only. Like any other Free Schools, they are open for any who have the desire to improve. These schools have been more encouraged and more successful than elsewhere, in the city of Providence, where they were established as early as 1840. Last year, in six schools, with sixty-three teachers, they had an aggregate attendance of 1,649, with an average of 609, for each of the twenty evenings the schools were in session. The sum paid for salaries was \$5,829, and the entire cost of these schools, which did not occupy the rooms of the Day School, was \$7,000. Says the report, "Were all the funds appropriated for public uses as judiciously expended, the tax-payers would be more than satisfied."

As an example of steadfast perseverance, the case of a young man is mentioned "who has attended school for three winters, and during all that time has been absent but a single night. He is a printer by trade, and while engaged in his daily work, he has devoted his leisure moments to hard study. He has acquired a good knowledge of the English branches, and has made such proficiency in the Latin and Greek languages, as to be able to enter an advanced class in the Sheffield Academy, where he hopes soon to complete his preparatory course for College." In another of their Evening Schools "two young men are preparing to enter College."

*Free Evening School for Industrial and Mechanical Drawing.*—The special committee, to whom was referred the question of opening an Evening School for Mechanical and Industrial Drawing, in accordance with the statute on this subject, submit the following report:

On the 29th of September, 1870, resolutions were adopted by this board, at the suggestion of a sub-committee who had investigated the

subject, authorizing the establishment of an Evening Drawing School at Boynton Hall. Accordingly, applications for admission were received, and a class was opened in October; but the number who wished to avail themselves of its privileges increased so rapidly, as soon as the nature of the instruction was understood, that a second and a third class was organized in rapid succession. But not all these classes were sufficient to accommodate all who wished to attend; and many were put off till the next year.

Items of interesting information concerning this school, may be found in the report of the Public Schools for 1870, and in an address before the Social Science Association, delivered by Prof. C. O. Thompson in the spring of 1871. This school was the first established under the law authorizing such schools. It opened under the most favorable auspices, both because the Institute of Industrial Science, located here, furnished able instructors, the necessary apparatus, and rooms fitted for the use of the school, and also because here, to a remarkable extent, the citizens, workmen and others, appreciated such a school.

It was therefore a model which other cities copied largely. The success was a credit to the city, and to those in attendance; and the progress made by all the classes was surprising to those familiar with what it was. What was an experiment fourteen months ago,—to which we felt our way blindly,—is now clear in the light of successful experience.

This school supplies a sensible want, and is seen to be useful by persons of almost every occupation. In connection with these schools, established throughout the state for the first time last year, either originating them, or originating from them, or in part both, a new interest in art-education has been awakened—art-education, not only as cultivating the taste for the beautiful in architecture, in gardening, painting, etc., which are its less practical, perhaps higher forms,—but also as tending to increase the products of industry, when applied to the varied manufactures of the State. The city of Boston has employed a distinguished teacher from the famous school at Leeds, in England, to superintend this branch of education in her Public Schools, at a salary of £500; and to this sum the State Board of Education adds an equal amount, in the interest of the State. This gentleman, Walter Smith, Esq., addressed the late meeting of the State Teachers' Association in Tremont Temple on the subject; and his remarks are printed at length in the November number of the "Massachusetts Teacher."

He says, very wisely, that this education must begin in the Public Schools, and that the regular teachers are best situated for doing the work. But at first they themselves must be instructed, and the public interest in this branch of study must be aroused; and for these purposes, Evening Schools.

While this subject is receiving such attention throughout the State, it is evident that for us not to move forward is to fall behind; and in this art-education,—so called for want of a less pretentious name,—there is open for cultivation a field whose profit, even in a material point of view, may be seen when we compare the countries neglecting it, with those which have given it the proper attention. Our school this year ought to be as much better than the last, as the course to be pursued is clearer in the light of experience.

This school was opened in accordance with the recommendation of the committee, December 4th, in the Belmont-Street house, because the rooms on Walnut Street, designed for its accommodation, were not ready. Under the direction of the special committee in charge, the sum of one thousand dollars was expended in fixtures for the ward-room and hall of that building and in furniture for the class. The tables in use have a cast-iron pedestal with a revolving rod, fastened at any desirable height by a clamp-screw, and supporting a small shelf for instruments, besides the leaf which can be placed at any angle. They were manufactured at the Washburn Machine-shop at the Institute in this city. A simple set of models was also procured, consisting of ten pieces: sphere, cylinder, cone, pyramid, hexagonal prism, square prism, rectangular box, a hollow square, with sides two and one-half inches square, and a ring of the same size twelve inches in diameter. These, with a large variety of boxes and implements of various kinds, constitutes the apparatus.

Each student provided himself with a board 18 by 24 inches in size, four thumb-tacks, paper, rubber and hexagonal pencil of similar hardness to Faber, No. 3. In addition to the above, the class in mechanical drawing require each a T square, adjustable dividers with pen and pencil, a triangle, a scale, india ink, etc.—the necessary cost not exceeding \$4.50.

The number of persons who entered at the beginning, is 254; of whom 201 were males and 53 females. Their ages were:—76 from 15 to 20; 126 from 20 to 30; 36 from 30 to 40; 6 from 40 to 60, and 1 over 60. Of machinists there were 46; carpenters, 33; teachers, 33; and the balance is distributed among 41 different trades and professions. But since the organization there have been changes in the classes which modify these figures. Fifty-two were members of last year's classes. The average number present each two evenings is more than 200.

Four classes were organized:—

I. An advanced class in free hand.

II. An advanced class in mechanical drawing.

III. and IV. Beginners.

The first two, made up largely of last year's pupils, met on Monday

and Tuesday evening at half-past seven o'clock; the last two on Tuesday and Friday each week. After the first ten lessons in free-hand drawing, the beginners were re-classified about the 12th inst.: sixty took up mechanical drawing, and two classes continued free-hand,—one of fifty and one of about twenty.

The course of introductory instruction in free-hand is as follows:—  
“Three lessons in horizontal and vertical lines, and plain and ornamental forms composed of those lines; three lessons in curves; two lessons in perspective; two lessons in review.

For the first course of twenty lessons in mechanical drawing, a good part of the time,—say three-fourths,—is spent in learning the elements of descriptive geometry. Descriptive geometry is mechanical drawing in one sense; that is, it is the method of representing any object in horizontal and vertical projection in any position. A knowledge of geometry proper is of incalculable value as a preliminary, but is not indispensable. The problems to be given must be selected with great care; and the aid of a blackboard so contrived as to show the two planes, is of great importance. The remaining lessons may be devoted to simple or complicated problems in construction, according to the proficiency of each pupil. It will be observed that this method of instruction differs widely from the one usually followed in classes connected with our voluntary organizations. That plan is to give the pupil certain arbitrary rules for producing certain results, and pupils are generally allowed to choose their own studies. This plan contemplates the mastery of the great principles of projection, so that the pupil can delineate any form he wishes, and put it in any desired position.”

The mechanical class has gone on to more complicated studies in machine-drawing, and the representation of a greater variety of objects. The advanced free-hand class takes up more difficult groups, and develops the laws of perspective, shading, etc. From the nature of the case the instruction must be general, and aim at discipline rather than specific instruction, for the special benefit of particular classes. It could not aim in forty-four directions at once.

These classes were visited in December by Walter Smith, Esq., late director of one of the best Schools of Art in England, at Leeds, and now superintendent of this branch of study for the city of Boston and our State. He commended the interest and progress of the class, and spoke of an exhibition of the work done in this school and others in the State, which will take place at some central point at the close of the season. A fine collection of samples from the English schools, models, casts, examples, etc., presented by the British government, were at the same time displayed in Natural History Hall. These were visited by a large number of our substantial citizens,—machinists,

manufacturers, capitalists, and workmen. Mr. Smith addressed them, and called forth many expressions of the need that has been felt of this kind of instruction, and the advantages to business flowing from it. He also addressed the whole body of teachers assembled for the purpose, and imparted a new impetus and a new interest to this regular Common-School study.

*The High School.*—For elevating influence upon the other schools the High School is indispensable. In the lower grades, reading, spelling, writing, drawing, and the rudiments of arithmetic, grammar, geography, history and music are taught. These are invaluable in the practical affairs of common life; but the study of these branches of knowledge has a still higher value in this, that it leads forward, at every point, to what lies beyond. If the highest point in the Public School system were the Grammar School, fewer than now would reach that point, and still fewer would go beyond. The limit of a boy's ambition is seldom reached; it is never surpassed. A knowledge of geography, of history, of arithmetic, creates a thirst for more. That thirst is not to be tantalized by a few drops only. The High School, attractive and attainable, invites to broader fields of study, arouses the ambition and stimulates the dormant energies of boys and girls at every stage below itself; and if they never reach its doors, they at least press further towards them. If any boy is not ambitious to reach this school, he cannot avoid the stimulating influence of another who is striving to reach it. Remove this school, and the usefulness of every other would be greatly diminished. In the second place, one-half the three or four hundred pupils in this school could not, probably, obtain the same amount of education by any other means. There are, then, about two hundred young people who by this means start in life with a great and positive advantage. They enter upon active duty with broader ideas, and powers better controlled. We each, gentlemen, might have made more of ourselves could we have enjoyed the privileges afforded the youth of this generation. It costs the city a trifle to educate these two hundred children, but the city is paid tenfold by their intelligent influence as citizens; and when we consider the value of a cultivated life, and a mind appreciative of the true, the beautiful and the good, in the past, all around us, and yet to be hoped for, the reward appears infinite. And to such culture, the High School tends. Again, half our teachers are from this school. They might as well be educated at Academies, it may be said. So might all education be done in Private Schools. But would it be done there? The public doubts, and so provides that it shall be done. A high standard of education among teachers is immensely important. If a man of the highest literary attainments, familiar with the best method of teaching, and with the best schools in this country and in Europe, could be

placed in every school-room in the land, a degree of progress and improvement would be seen, as marvellous as steam transportation and telegraphs are in comparison with the old-fashioned mail-coach. The intellectual activity thus awakened would show itself in every shop, factory, and counting-room, and at every bench and desk, in greater skill, new products and increased values ; and the nation would bound forward on a career of unexampled prosperity. But these higher attainments among the numerous instructors of our youth are possible only by raising the standard of universal intelligence. "No great scholars arise from a nation of dunces ; no great generals from a nation of cowards." Shakespeare was the product of a cultured age ; and Grant is an outgrowth of American courage. The general excellence among teachers is due to the High School. Without it the standard would sink to mediocrity.

And again, besides the advantages to schools, to teachers, and to individuals, the High School is a great and positive benefit to society ; and this, not only indirectly, by elevating the standard of education, but by directly providing what is indispensable, a well-educated class. Civilization necessitates that work should be done in great variety. Some kinds of work demand education that can be acquired in schools. Within the historic period this work of education has lodged in three distinct communities. In the earliest times, each family transmitted to its members the learning and the arts residing within itself. In later times societies and churches, men of like ideas or like faith, handed down the knowledge of their own inventions and traditions to those whom they wished to be their successors. Finally the public, a broader family, the most comprehensive society, takes up the work of education. In these days, the ancient family notion is an absurdity ; societies with all harmony within, and no sympathy for outsiders, are an impossibility among busy men. We jump the bounds of party and creed, and we meet as men. Society undertakes this work of education not from benevolence to the individual alone, but for self-preservation. The results of High-School culture, the trained boys and girls, are a necessity : therefore the High School must always have a place.

*Manufacturers and Employers.*—The proportion of pupils who do not attend school is not large in comparison with that of other cities. The faithful services of the truant-officer, and the efforts of teachers, have prevented a great deal of absence. It is believed also that the truant school secures the attendance of many boys at school. Still, much remains to be done to secure for children the full benefit of our schools.

At the opening of the Evening Schools in October many children were discovered who were detained from school and employed contrary to law. The coöperation of manufacturers, and others, was sought in enforcing the law, by means of the following circular, addressed to all

who were known to employ children. In almost every instance they responded cheerfully and without delay. About one hundred were forthwith sent to school in consequence of this circular, and the number now reaches at least one hundred and fifty. Many of these desired of the superintendent permission to work till spring and then attend school; but there seemed to be no authority for thus setting aside a state law. The parents were in many cases extremely poor. Such as were in actual want were assisted by the overseers of the poor. There seemed, however, to be no provision for those who have no legal residence here. Application for aid was therefore made to the benevolent section of the People's Club. They responded at once, and their discriminating committee has done excellent service in searching out the cases of real need. Instead of furnishing assistance, they have taken the wiser plan of interesting some benevolent person in each individual, or better still, they have encouraged the needy to help themselves.

*Circular to Manufacturers, and all Employers of Children.*—By the state law, parents and guardians are required to send to school, twelve weeks a year, all children between the ages of eight and fourteen years, under a penalty of twenty dollars for each offence.

And no child under ten years of age shall be employed in any manufacturing or mechanical establishment. No child between the ages of ten and fifteen shall be so employed who has not attended some day school three months or sixty school days within the year next preceding such employment, under teachers approved by the school committee, under a penalty of fifty dollars against the employer, and against the parent permitting the employment. See General Statutes, chaps. 41 and 42, and chap. 285 of the laws of 1867.

The Public Schools are in session from the first of September to the first of July, except one week in December, one in February, and one in May. Evening Schools, also, are open from October to April.

In a single Evening School a dozen children were found the present season detained from school, and employed in violation of law. There were nearly as many in each of the others. But these children wished to learn, else they would not have been in the Evening School. Ten times as many are kept in ignorance who care nothing about it.

Prominent causes of this defrauding of the children are the indolence, avarice, or dissipation of parents, poverty and orphanage. To withdraw from such parents the earnings of childish hands is a penalty only too light; and some way must be devised for relieving orphans and the worthy poor; but neither of these causes ought to be allowed to keep a child in ignorance.

The school authorities are in duty bound to see that children are not thus cheated; and they rely upon your coöperation and the support of all good citizens in enforcing the laws on the subject in their broadest spirit. They presume that you, not less than they, recognize the right of every child to a fair amount of learning, and the necessity of his obtaining it for the safety



of a State where the people rule. And you, perhaps better than they, know that intelligent laborers are the most profitable.

To aid in securing attendance at school you are respectfully requested,—

I. To require of all children under fifteen years old, now or hereafter in your employ, a card\* signed by their last teacher, containing the name and age of the child, the date of leaving school, and the number of weeks' attendance the year previous.

II. To examine these cards regularly twice a year, on the first of September and the first of March, to see that the law has been complied with,—calling attention to the time by a note in your calendar.

III. To fix a placard † in some conspicuous place about your factory or counting-room, setting forth the requirements and penalties of the law, and signifying to parties who obtain employment and impose upon you in violation of its spirit, that they will be reported to the legal authorities.

These placards will be furnished on application at this office from 8 to 10 A. M., and 12 to 1, or 3 to 5 P. M.

Any influence you may have, directly or indirectly, in informing parents and children of their duty respecting schools will be a public benefit. And parties neglecting the requirements of the laws referred to above will be prosecuted.

By order of the School Board,

ALBERT P. MARBLE,  
*Superintendent of Public Schools.*

*Teachers' Drawing Class.*—Early in July applications were made by several teachers from this city and neighboring cities and towns for instruction in drawing. Prof. Gladwin, of the Technical School, consented to teach a class, and notice to that effect was accordingly given through the papers. Fifteen or twenty of our teachers and several from other places joined the class, which was maintained at their expense. A similar class will be formed next July, provided the same teacher can be secured. In the early autumn thirty-four teachers formed a class under the instruction of Mr. E. I. Comins. Including those in the evening classes, which still continue, about half the whole

* This certifies that	Age	Last Birthday	187	Dismissed from school
187 .	Attended year previous	weeks, between	187 , and	187 .
School.				
Worcester,	187 .			

*Teacher.*

† *To Parents, Guardians and Children.*—*Notice.*—The proprietor of this establishment is liable to a fine of fifty dollars :—

I. For employing a child under ten years old.

II. For employing a child under fifteen, who has not attended school three months within a year.

III. Any Parent or Guardian is liable to the same fine for consenting to such employment.

IV. Any person having in his care a child between the ages of eight and fourteen years, who has not attended school twelve weeks within a year, is liable to a fine of twenty dollars.

V. Every case of a violation of these laws will be reported for prosecution.

corps of teachers are now perfecting themselves to teach this study intelligently. We shall soon be ready to abandon any mere copying in the schools. Each master has already been furnished with a set of models for object-drawing, which will now become general.

*Superintendent of Public Schools.*—ALBERT P. MARBLE.

*Report of the Committee on the Truant School.*—By the influence of this school, and the excellent discipline of the Ungraded School on Washington Street, which is, for one class of pupils, antecedent to this, the discipline of all the Public Schools, it is believed, has been greatly benefited. There are records years back of wild insubordination and resistance to teachers. Each year, we hope, the number of these is diminishing. Scarcely a complaint of the kind has been made within a year. It has come to be understood that the whole influence of the school committee, the city government, the police and the court, and better still, of the public sentiment, will sustain the teachers in the judicious exercise of all needed authority. Hence that authority is rarely questioned.

But there is an evil growing, more insidious, and if unchecked, more dangerous. Truants, we may care for; unruly pupils can be subdued. The children most sinned against, and therefore most to be feared hereafter, are such as are not sent to school at all.

To look after these and their more guilty parents and employers, and attend to the truants also, is more work than a single officer can perform. During the period covered by this report the truant officer has attended to two thousand four hundred cases of reported truancy. He has returned to school one thousand three hundred ninety-seven pupils. Four hundred children inclined to truancy have been assigned to school according to law, by the overseers of the poor. Of these, forty-five persistent truants have been arrested and brought before the municipal court. Twenty-two have been sentenced to the Truant School: the cases of others have been continued.

*Truant School Committee.*—ALBERT P. MARBLE, *Superintendent of Schools*; JAMES M. DRENNAN, *City Marshal*; O. B. HADWEN, *Chairman of Committee on the Farm*.





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# AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL  
COMMITTEES OF THE SEVERAL TOWNS AND  
CITIES IN THE COMMONWEALTH, FOR  
THE SCHOOL-YEAR 1871-72.

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## BARNSTABLE COUNTY.

T O W N S.	Population—U. S. Census, 1870.	Valuation—1871.	No. of Schools.	Amount expended in 1871 for Erecting School-Houses.	Amount paid for Re-pairing, &c., in 1871.	Number of different Schools during the School-year.	Avg attendance in all the Public Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1871.	No. of different persons employed as Teachers in Pub. Schools.	
											Males.	Fem.
Barnstable, .	4,793	\$2,450,510	26	\$2,600 00	\$1,598 00	921	685	20	137	836	6	28
Brewster, .	1,259	661,890	7	2,400 00	500 00	252	186	1	43	270	3	6
Chatham, .	2,411	848,162	15	3,085 00	185 92	628	463	3	128	613	3	15
Dennis, .	3,269	1,299,988	15	—	315 18	816	525	1	160	686	8	16
Eastham, .	668	188,177	4	—	225 00	156	118	3	26	142	4	4
Falmouth, .	2,237	1,096,788	14	2,220 76	313 72	354	298	3	81	405	4	13
Harwich, .	3,080	1,070,850	17	12,746 86	473 87	868	551	22	270	733	9	18
Mashpee, .	348	101,307	2	—	—	64	39	3	9	52	1	3
Orleans, .	1,323	444,624	8	—	130 00	293	188	5	71	232	4	9
Provincetown, .	3,865	1,876,173	13	—	1,000 00	786	653	—	121	782	6	12
Sandwich, .	3,694	1,305,750	24	—	730 45	850	631	20	230	720	8	24
Truro, .	1,269	272,131	8	—	150 00	324	209	10	78	261	6	7
Wellfleet, .	2,135	838,516	15	—	250 00	505	433	1	104	420	4	13
Yarmouth, .	2,423	1,384,746	8	—	224 50	433	268	—	64	364	5	9
Total, .	32,774	\$13,839,612	176	\$23,052 12	\$6,096 64	7,250	5,247	92	1,522	6,516	71	177

## BERKSHIRE COUNTY.

Adams, .	12,090	\$5,869,256	38	—	\$2,048 51	2,530	1,509	25	154	2,456	6	56
Alford, .	430	296,321	3	\$500 00	1,105 00	90	53	2	23	64	1	4

# SCHOOL RETURNS.

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Becket, . . . . .	1,346	\$489,895	11	—	\$584 48	373	221	16	49	295	5	18
Cheshire, . . . . .	1,758	874,485	10	\$1,200 00	—	388	254	16	42	308	1	12
Clarksburg, . . . . .	686	244,857	4	—	2,403 51	138	77	2	15	77	3	3
Dalton, . . . . .	1,252	938,632	8	—	14 48	301	182	7	16	278	1	12
Egremont, . . . . .	931	590,081	5	—	—	188	107	7	6	178	1	9
Florida, . . . . .	1,322	205,037	6	—	—	216	135	6	3	168	2	7
Gt. Barrington, . . . . .	4,320	5,125,484	20	1,000 00	570 00	794	573	11	40	936	4	31
Hancock, . . . . .	882	480,793	6	—	100 00	180	140	8	13	159	5	6
Hinsdale, . . . . .	1,695	855,479	10	1,700 00	150 00	337	253	17	41	350	—	17
Lanesborough, . . . . .	1,393	766,776	8	3,985 00	412 00	217	198	4	9	322	—	9
Lee, . . . . .	3,866	1,666,141	17	1,000 00	200 00	786	611	29	28	882	3	20
Lenox, . . . . .	1,965	1,252,823	10	—	300 00	379	248	20	29	279	4	10
Monterey, . . . . .	653	282,858	9	—	50 00	164	128	9	20	146	—	12
Mt. Washington, . . . . .	256	99,330	2	—	—	76	40	—	16	64	2	3
New Ashford, . . . . .	208	110,495	2	—	—	47	24	1	7	45	2	2
N. Marlborough, . . . . .	1,855	872,819	14	—	1,000 00	511	388	14	57	436	4	17
Otis, . . . . .	960	337,227	8	—	4 57	227	147	10	22	218	—	13
Peru, . . . . .	455	197,782	6	—	—	113	89	8	6	102	—	6
Pittsfield, . . . . .	11,112	8,541,253	36	4,833 74	11,991 52	2,056	1,432	33	163	2,643	5	54
Richmond, . . . . .	1,091	551,414	13	—	600 00	374	187	16	7	216	1	7
Sandisfield, . . . . .	1,482	541,272	13	—	200 00	365	228	8	44	278	3	14
Savoy, . . . . .	861	282,586	8	—	5 00	213	120	8	40	183	4	8
Sheffield, . . . . .	2,535	1,205,560	14	3,500 00	96 00	498	273	25	180	373	4	19
Stockbridge, . . . . .	2,003	2,582,545	10	2,000 00	—	483	295	7	70	402	1	15
Tyringham, . . . . .	557	278,261	5	740 00	—	123	69	9	19	100	2	6
Washington, . . . . .	694	305,699	6	—	25 00	198	187	3	25	192	6	6
W. Stockbridge, . . . . .	1,924	929,346	8	219 00	15 00	384	239	13	32	380	3	8
Williamstown, . . . . .	3,559	1,674,595	15	1,802 15	338 60	707	417	16	51	638	3	19
Windsor, . . . . .	686	297,053	8	315 00	480 72	186	113	11	33	130	5	9
Total, . . . . .	64,826	\$38,746,155	326	\$22,794 89	\$22,960 92	13,632	8,937	361	1,210	13,386	80	432

## BOARD OF EDUCATION.

## BARNSTABLE COUNTY—CONTINUED.

TOWNS.	Aggregate Length of the year, in Months of Public Schools for	Average Length as returned by Committee.	Average Wages of Teachers per month, including the Value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of lines and school-rooms, for the school-year 1871-72.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expenses of Superintendence and printing School Reports.	Salary of Superintendent of Public Sch's.	Amt of School Funds, the income of which can be appropriated only for the support of Academics and Schools	Income from Local School Funds.	Income of Funds, appropriated to the option of the Town, including Tax on dogs.
			Males.	Females.							
Barnstable, . . .	222-10	8-15	\$72 00	\$41 00	\$12,000 00	—	\$355 00	—	\$2,000 00	\$140 00	—
Brewster, . . .	54-10	7-15	60 00	32 00	2,000 00	\$100 00	125 00	—	—	—	—
Chatham, . . .	119-5	7-19	70 27	27 16	4,000 00	—	238 95	—	—	—	\$134 12
Dennis, . . .	117-15	7-16	68 94	30 44	5,400 00	75 00	160 00	—	—	—	—
Eastham, . . .	27-5	6-17	50 00	19 68	1,000 00	—	64 00	—	—	—	—
Falmouth, . . .	87	6	47 00	30 00	3,000 00	—	114 40	\$100 00	10,000 00	900 00	43 61
Harwich, . . .	115-15	7	57 77	28 04	5,000 00	—	118 75	—	—	—	—
Mashpee, . . .	12-10	6	40 00	29 50	250 00	—	30 00	—	—	—	—
Orleans, . . .	64	8	64 93	22 75	2,200 00	—	118 00	—	—	—	—
Provincetown, . . .	116-15	10	77 00	27 75	7,600 00	—	175 00	—	—	—	—
Sandwich, . . .	148	6-4	61 23	28 00	6,400 00	—	272 00	225 00	3,000 00	200 00	—
Truro, . . .	49	7	48 00	20 00	1,500 00	—	150 00	—	—	—	24 39
Wellfleet, . . .	112	7-12	62 75	30 18	5,000 00	—	155 00	—	—	—	48 97
Yarmouth, . . .	72	9	68 77	35 42	3,500 00	—	130 70	—	16,096 71	965 80	43 27
Total, . . .	7-10	—	\$60 62	\$28 71	\$58,850 00	\$175 00	\$2,206 80	\$325 00	\$31,096 71	\$2,205 80	\$294 36

## BERKSHIRE COUNTY—CONTINUED.

Adams, . . .	360-16	9-10	\$122 66	\$39 66	\$22,000 00	—	\$570 00	—	—	—	—
Alford, . . .	18-5	6-10	32 00	25 00	362 64	—	18 15	—	—	—	\$21 36



# SCHOOL RETURNS.

v

	72-4	6-11	\$34 80	\$24 00	\$1,500 00	\$441 00		\$1,390 49	\$83 89	\$272 14 74 12
Becket, . . .	70-15	7-2	30 00	34 47	2,300 00	-	-	-	-	-
Cheshire, . .	18	4-10	44 00	37 50	600 00	-	\$103 00	-	-	-
Clarksburg, .	66-10	8-3	36 00	35 66	2,500 00	-	27 00	-	-	-
Dalton, . . .	38	7-12	-	26 00	1,000 00	-	5 00	-	-	-
Egremont, . .	36	6	51 50	22 60	800 00	-	-	200 00	12 00	70 00
Florida, . . .	167-13	8-7	76 00	34 75	7,500 00	-	120 75	960 71	57 64	280 90
Gt. Barrington,	44	6-10	36 00	32 00	720 00	-	25 00	200 00	12 00	-
Hancock, . .	75-10	7-11	-	30 25	2,500 00	-	137 60	-	-	-
Hinsdale, . .	56-6	7-6	-	37 00	2,000 00	-	63 00	174 33	31 56	-
Lanesborough,	155-5	9-2	80 00	36 00	3,900 00	400 00	160 00	1,600 00	96 00	222 00
Lee, . . .	80-17	7-7	51 20	31 00	3,500 00	-	15 00	2,500 00	150 00	-
Lenox, . . .	53-5	7-11	-	25 00	800 00	400 00	33 00	1,734 17	104 05	-
Monterey, . .	14-18	7-9	40 00	25 00	300 00	40 00	35 00	100 00	7 30	-
Mt. Washington,	13-4	6-12	26 00	17 00	206 00	12 50	10 00	-	-	-
New Ashford, .	84-19	6-14	40 00	30 00	2,000 00	-	74 00	5,000 00	327 00	-
N. Marlborough,	48-16	6-2	-	22 00	1,000 00	60 00	48 90	-	-	60 53
Otis, . . .	30-5	5-2	-	24 00	600 00	30 00	40 00	370 00	22 00	-
Peru, . . .	351-10	9-16	109 64	33 50	21,000 00	-	1,280 00	-	-	394 99
Pittsfield, . .	35-3	5-16	44 00	23 00	800 00	90 00	30 00	-	-	-
Richmond, . .	82	6-6	33 33	22 82	1,500 00	393 00	75 35	1,290 00	77 40	-
Sandisfield, .	48-10	6-2	38 26	22 18	800 00	487 50	35 00	1,297 00	77 82	-
Savoy, . . .	108-15	8-7	37 75	32 13	3,340 00	604 00	190 00	1,600 00	96 00	127 83
Sheffield, . .	90	9	120 00	32 44	4,500 00	-	210 00	3,000 00	250 00	-
Stockbridge, .	30-10	6-2	30 00	25 27	700 00	-	27 00	-	-	30 42
Tyringham, . .	42-5	7-5	20 34	13 00	800 00	130 00	50 00	-	-	-
Washington, . .	54	6-15	36 66	26 69	2,000 00	40 00	50 00	-	-	-
W. Stockbridge,	124-12	8-18	29 42	36 05	5,000 00	40 00	69 25	-	-	-
Williamstown, .	45	5-13	34 11	21 40	800 00	146 00	6 00	587 66	35 26	-
Windsor, . . .										
Total, . . .	7-14	-	\$49 35	\$28 30	\$97,328 64	\$3,314 00	\$3,507 40	\$22,004 36	\$1,439 92	\$1,554 29

## BARNSTABLE COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCORP. ACADEMIES.				UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1872.	How much of said Fund was used for apparatus and books of reference.
	Number.	How supported.	Length.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.		
			Months.	Days.									
Barnstable, . . . . .	1	Taxation,	9		\$603 00	1	1	—	1	39	\$960 00	\$277 06	—
Brewster, . . . . .	1	—	—		—	1	1	—	1	12	100 00	152 82	—
Chatham, . . . . .	1	Taxation,	9-5		978 75	1	2	—	2	70	50 00	208 64	—
Dennis, . . . . .	1	Taxation,	9		640 00	1	—	—	—	—	—	250 45	—
Eastham, . . . . .	1	—	—		—	1	2	—	2	25	65 00	123 60	—
Falmouth, . . . . .	1	Taxation,	9		479 50	1	32	\$103 50	1	16	24 00	163 11	—
Harwich, . . . . .	1	Not by Tax,	7		455 00	1	11	—	11	35	669 00	—	—
Mashpee, . . . . .	1	—	—		—	1	—	—	1	—	—	111 60	—
Orleans, . . . . .	1	—	—		—	1	—	—	1	—	—	147 82	—
Provincetown, . . . . .	1	Taxation,	10		1,000 00	1	2	—	2	16	25 00	247 45	—
Sandwich, . . . . .	1	Taxation,	10		1,000 00	1	35	150 00	4	70	150 00	247 05	\$247 05
Truro, . . . . .	1	—	—		—	1	—	—	1	—	—	165 42	—
Wellfleet, . . . . .	1	Taxation,	10-10		1,000 00	1	—	—	1	—	—	184 85	12 00
Yarmouth, . . . . .	1	In part Tax,	9		900 00	1	—	—	1	—	—	174 24	—
Total, . . . . .	9	—	—		\$7,056 25	2	67	\$253 50	24	277	\$2,043 00	\$2,454 11	\$259 05

## BERKSHIRE COUNTY—CONCLUDED.

[illegible]

## SCHOOL RETURNS.

vii

Becket, . . .	-	-	-	-	-	1	22	\$264 00	\$166 03	\$21 00
Cheshire, . .	-	-	-	-	-	-	-	-	172 43	-
Clarksburg, .	-	-	-	-	-	-	-	-	128 23	-
Dalton, . . .	-	-	-	-	-	-	-	-	148 22	-
Egremont, . .	-	-	-	-	-	-	-	-	135 02	-
Florida, . . .	-	-	-	-	-	-	-	-	-	-
Gt. Barrington,	-	-	-	-	9-15	2	30	1,250 00	280 90	-
Hancock, . .	-	-	-	-	-	-	-	-	130 20	-
Hinsdale, . .	-	-	-	-	9-5	-	-	-	165 23	55 00
Lauesborough,	-	-	-	-	-	-	-	-	163 23	-
Lee, . . . .	-	-	-	-	10	1	20	200 00	283 66	-
Lenox, . . . .	-	-	-	-	9-12	2	20	300 00	155 23	7 80
Monterey, . .	-	-	-	-	-	-	-	-	130 22	-
Mt. Washington,	-	-	-	-	-	-	-	-	114 82	-
New Ashford,	-	-	-	-	-	-	-	-	110 42	-
N. Marlborough,	-	-	-	-	-	-	-	-	175 63	-
Otis, . . . .	-	-	-	-	-	-	-	-	139 60	6 00
Peru, . . . .	-	-	-	-	-	-	-	-	119 80	-
Pittsfield, . .	-	-	-	-	-	2	14	14 00	603 60	-
Richmond, . .	-	-	-	-	-	3	100	-	142 80	-
Sandisfield, .	-	-	-	-	-	-	-	-	158 03	-
Savoy, . . . .	-	-	-	-	-	-	-	-	136 22	-
Sheffield, . .	-	-	-	-	-	1	10	216 00	197 24	10 00
Stockbridge, .	-	-	-	-	9-15	2	50	8,000 00	176 64	-
Tyringham, . .	-	-	-	-	-	-	-	-	123 82	4 53
Washington, .	-	-	-	-	-	-	-	-	133 40	-
W. Stockbridge,	-	-	-	-	-	1	20	230 00	182 40	6 75
Williamstown,	-	-	-	-	-	3	80	2,500 00	231 80	5 00
Windsor, . . .	-	-	-	-	-	-	-	-	128 80	-
Total, . . .	10	-	-	-	-	18	363	\$12,974 00	\$5,580 17	\$116 08

\* Each.

## BRISTOL COUNTY.

T O W N S.	Population—U. S. Cen- sus, 1870.	Valuation—1871.	No. of Schools.	Amount expended in 1871 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1871.	Number of different Scholars in Public Schools during the School-year.	Avg. attendance in all the Public Schools during the School- year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1871.	No. of different persons employ- ed as Teachers in Pub. Schools.	
											Males.	Fem.
Acushnet, .	1,132	\$600,600	9	—	\$60 00	205	142	8	32	207	2	10
Attleborough, .	6,769	2,848,258	28	\$5,150 00	1,200 00	1,207	811	12	40	1,357	4	35
Berkley, .	744	317,268	6	—	39 90	140	101	4	24	140	1	8
Dartmouth, .	3,367	1,880,750	20	5,363 11	553 59	786	446	28	130	600	7	26
Dighton, .	1,817	697,000	10	1,530 13	349 16	388	247	10	47	274	—	14
Easton, .	3,668	2,121,147	17	1,901 90	546 26	885	612	12	50	815	4	26
Fairhaven, .	2,626	1,385,788	13	1,450 00	—	489	371	35	28	461	1	19
Fall River, .	26,766	29,141,117	70	89,154 98	3,757 27	5,876	3,419	—	239	5,867	6	80
Freetown, .	1,372	650,480	8	—	250 31	309	190	5	78	260	—	11
Mansfield, .	2,432	850,098	9	—	500 00	427	322	14	13	464	1	11
New Bedford, .	21,320	22,960,251	22	—	9,675 54	3,692	2,894	—	257	3,819	7	83
Norton, .	1,821	765,625	8	—	166 99	308	211	6	24	319	1	11
Raynham, .	1,713	1,577,023	9	—	—	380	258	8	28	327	1	12
Rehoboth, .	1,895	795,148	15	—	710 00	370	281	20	50	362	1	19
Seekonk, .	1,021	618,730	8	—	128 91	192	142	12	19	170	1	12
Somerset, .	1,776	883,163	7	—	148 13	412	258	15	52	345	3	8
Swansen, .	1,294	660,225	10	—	20 00	270	169	9	42	245	3	15
Taunton, .	18,629	16,104,869	57	34,437 37	3,370 58	3,794	2,395	1	280	3,290	6	63
Westport, .	2,724	1,383,900	20	—	225 00	543	397	22	76	515	8	23
Total, .	102,886	\$86,241,440	346	\$139,047 49	\$21,701 64	20,673	13,666	221	1,509	19,837	57	486

## DUKES COUNTY.

Chilmark,	.	.	476	\$292,013	3	-	-	102	86	2	26	92	3	2
Edgartown,	.	.	1,516	1,234,950	9	-	-	311	255	5	33	348	1	10
Gay Head,	.	.	160	11,014	1	-	-	42	29	-	15	30	1	1
Gosnold,	.	.	99	167,756	1	-	-	11	7	-	1	20	-	1
Tisbury,	.	.	1,536	626,150	8	-	-	307	244	-	14	317	6	6
Total,	.	.	3,787	\$2,331,883	22	-	-	773	621	7	89	807	11	20

## BRISTOL COUNTY—CONTINUED.

TOWNS.	Aggregate Length of Public Schools for the Year, in Months and Days.	Average Length as returned by Com- mittee.	Average Wages of Teachers per month, including the Value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school- year 1871-72.	Amount of board, fuel, &c., voluntarily con- tributed for Public Schools.	Expenses of Superin- tendence and print- ing School Reports.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.	Income of Funds, ap- propriated to Public Schools at the option of the Town, includ- ing Tax on dogs.
			Males.	Females.							
Acushnet, . . . . .	77-10	8-10	\$31 50	\$28 62	\$2,000 00	-	\$100 00	-	\$12,900 00	\$714 00	-
Attleborough, . . . . .	213-10	7-14	80 00	32 98	11,500 00	\$405 00	675 00	-	-	-	-
Berkley, . . . . .	41-15	6-19	37 50	30 00	1,200 00	-	48 50	-	-	-	-
Dartmouth, . . . . .	152	7-12	42 36	26 16	4,500 00	50 00	230 00	-	-	-	\$230 83
Dighton, . . . . .	74-10	7-9	-	34 25	2,500 00	-	138 85	-	-	-	-
Easton, . . . . .	151-10	9	79 10	33 69	7,000 00	16 66	106 50	-	-	-	-
Fairhaven, . . . . .	114-10	9-12	100 00	32 90	5,500 00	-	255 00	-	-	-	-
Fall River, . . . . .	729-2	10-7	139 68	44 70	53,000 00	-	575 00	\$2,000 00	5,000 00	300 00	136 95
Freetown, . . . . .	58	7-5	-	28 00	1,500 00	-	85 00	-	-	-	-
Mansfield, . . . . .	57	6-4	60 00	31 09	2,088 00	-	90 00	62 50	700 00	65 00	-
New Bedford, . . . . .	236-16	10-15	141 50	50 82	55,602 00	-	2,460 00	2,000 00	50,000 00	3,000 00	636 15
Norton, . . . . .	59-9	7-8	50 00	32 69	2,000 00	17 00	98 50	-	-	-	193 82
Raynham, . . . . .	68-15	7-13	50 00	37 07	2,700 00	-	155 00	-	-	-	149 65
Rehoboth, . . . . .	90	6	35 00	33 05	2,800 00	-	72 00	-	3,100 00	186 00	214 72
Seekonk, . . . . .	49-15	6-5	32 00	28 23	1,500 00	28 00	65 00	-	-	-	-
Somerset, . . . . .	56	8	55 00	34 60	2,515 06	-	115 00	-	-	-	120 93
Swansea, . . . . .	79-15	7-19	43 33	31 59	2,921 99	-	78 37	60 00	-	-	-
Taunton, . . . . .	541-10	9-10	121 05	36 30	37,000 00	800 00	2,315 00	2,000 00	8,500 00	850 00	-
Westport, . . . . .	153-10	7-14	44 40	27 55	4,500 00	-	225 00	-	-	-	-
Total, . . . . .	8-14	-	\$67 20	\$33 38	\$202,327 05	\$1,316 66	\$7,887 72	\$6,122 50	\$80,300 00	\$5,115 00	\$1,683 05

## DUKES COUNTY—CONTINUED.

Chilmark, . . .	18	6	\$43 00	\$33 00	\$550 00	—	\$45 00	—	—	—	—	—
Edgartown, . . .	62	7	62 50	22 30	2,300 00	—	225 00	—	—	—	—	\$27 00
Gay Head, . . .	7	7	45 00	17 50	50 00	—	16 06	—	—	—	—	—
Gosnold, . . .	6	6	—	26 00	150 00	—	13 50	—	—	—	—	18 13
Tisbury, . . .	48	6	45 24	18 95	2,200 00	—	90 00	—	—	—	—	—
Total, . . .	6-8	—	\$48 94	\$23 55	\$5,250 00	—	\$389 56	—	—	—	—	\$45 13

## BRISTOL COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1872.	How much of said apparatus and books of reference.	
	Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
			Months.	Days.									
Acushnet, .	1	—	10	—	\$2,200 00*	1	—	—	1	—	—	\$147 22	\$85 62
Attleborough, .	2	Taxation,	—	—	—	—	—	—	—	—	—	342 50	—
Berkley, .	—	—	—	—	—	—	—	—	—	—	—	129 60	—
Dartmouth, .	1	Taxation,	9	—	500 00	1	15	—	1	15	\$75 00	228 05	—
Dighton, .	—	—	—	—	—	—	—	—	—	—	—	159 23	48 00
Easton, .	1	Taxation,	9	—	1,100 00	1	12	—	1	12	400 00	230 44	75 00
Fairhaven, .	1	Taxation,	10	—	1,100 00	—	—	—	—	—	—	203 04	—
Fall River, .	1	Taxation,	10-10	—	1,700 00	—	—	—	3	48	1,600 00	1,265 90	—
Freetown, .	—	—	—	—	—	—	—	—	1	36	120 00	154 00	—
Mansfield, .	1	Taxation,	3	—	180 00	—	—	—	—	—	—	192 80	25 00
New Bedford, .	1	Taxation,	10-15	—	1,800 00	1	59	\$6,700 00	20	315	5,000 00	855 70	855 70
Norton, .	—	—	—	—	—	1	103	5,500 00	—	—	—	159 83	—
Raynham, .	—	—	—	—	—	—	—	—	—	—	—	166 83	—
Rehoboth, .	—	—	—	—	—	—	—	—	2	50	90 00	166 03	—
Seekonk, .	—	—	—	—	—	—	—	—	—	—	—	136 42	—
Somerset, .	—	—	—	—	—	—	—	—	—	—	—	179 23	—
Swansea, .	—	—	—	—	—	—	—	—	—	—	—	150 82	31 00
Taunton, .	1	Taxation,	10	—	1,500 00	1	50	2,000 00	2	35	700 00	794 37	198 59
Westport, .	1	Taxation,	9	—	750 00	—	—	—	—	—	—	209 64	—
Total, .	10	—	—	—	\$10,730 00	3	212	\$14,200 00	30	511	\$7,985 00	\$5,871 65	\$1,318 91

\* Both.



## DUKES COUNTY—CONCLUDED.

Chilmark,	.	—	—	—	—	—	—	—	1	15	\$70 00	\$121 00	—
Edgartown,	.	1	—	—	—	—	—	—	2	60	125 00	164 62	—
Gay Head,	.	—	—	—	—	—	—	—	—	—	—	100 00	—
Gosnold,	.	—	—	—	—	—	—	—	—	—	—	103 81	—
Tisbury,	.	—	—	—	—	—	—	—	2	70	440 00	163 02	—
Total,	.	1	—	—	—	—	—	—	5	145	\$635 00	\$652 45	—

## ESSEX COUNTY.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1871.	No. of Schools.	Amount expended in 1871 for Breeding School-Houses.	Amount paid for Repairing, &c., in 1871.	Number of different Scholars in Public Schools during the School-year.	Avg. attendance in all the Public Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1871.	No. of different persons employed as Teachers in Pub. Schools.	
											Males.	Fem.
Amesbury,	5,581	\$2,240,461	24	\$3,582 36	\$350 25	869	631	18	50	889	5	25
Andover,	4,873	2,498,246	19	—	1,140 34	1,070	682	14	85	751	2	32
Beverly,	6,507	5,703,310	25	—	3,000 00	1,268	959	—	52	1,310	2	27
Boxford,	847	835,250	5	—	48 00	156	112	—	—	158	5	7
Bradford,	2,014	1,088,715	8	2,449 05	1,135 13	442	300	1	64	401	3	13
Danvers,	5,600	2,953,100	19	—	1,172 00	1,200	880	2	86	1,184	4	23
Essex,	1,614	862,838	9	—	438 74	335	247	2	41	357	1	12
Georgetown,	2,088	903,375	10	—	618 51	418	321	9	43	421	1	14
Gloucester,	15,389	7,487,255	34	—	642 00	3,632	2,534	—	315	3,161	6	86
Groveland,	1,776	798,393	6	1,185 46	603 78	297	279	—	6	366	2	6
Hamilton,	790	476,895	4	—	376 76	162	104	3	23	131	4	4
Haverhill,	13,092	9,375,800	48	4,986 00	15,172 70	2,511	1,877	6	190	2,447	5	51
Ipswich,	3,720	1,656,053	12	1,024 47	553 53	525	458	—	53	547	2	13
Lawrence,	28,921	18,551,843	56	12,966 86	4,393 75	3,968	2,606	10	200	4,856	5	76
Lynn,	28,233	24,385,626	54	98,072 34	4,375 13	4,965	3,747	—	207	6,414	6	100
Lynnfield,	818	652,703	4	4,334 13	5 10	160	103	1	26	133	—	7
Manchester,	1,665	1,236,448	8	—	825 00	312	217	1	25	282	1	10
Marblehead,	7,703	3,454,650	18	1,600 00	900 00	1,319	1,143	—	49	1,600	4	25
Methuen,	2,959	1,924,759	14	1,987 00	870 00	633	352	5	62	555	3	15
Middleton,	1,010	442,695	5	—	97 76	190	142	10	8	212	2	8
Nabant,	475	5,883,183	2	—	495 73	100	76	—	11	87	—	1
Newbury,	1,430	686,447	6	—	1,500 00	216	129	12	15	184	—	7
Newburyport,	12,595	7,091,756	36	—	—	2,694	1,536	—	140	2,557	9	50

## SCHOOL RETURNS.

XV

North Andover, .	2,549	\$1,975,526	13	\$10,000 00	\$100 00	607	370	—	36	537	3	15
Peabody, .	7,343	5,195,600	16	—	1,200 00	1,400	1,067	—	77	1,460	6	26
Rockport, .	3,904	1,600,820	11	3,843 95	1,163 70	779	629	—	140	745	1	21
Rowley, .	1,157	535,628	5	—	—	168	128	3	16	203	1	4
Salem, .	24,117	22,932,925	67	12,811 40	3,315 75	2,978	2,647	—	235	5,420	7	72
Salisbury, .	3,776	1,768,313	16	—	—	646	444	10	54	778	5	17
Saugus, .	2,247	1,500,845	9	—	—	380	304	1	17	461	—	12
Swampscott, .	1,846	2,102,873	7	—	—	371	271	—	18	365	1	6
Topsfield, .	1,213	712,283	5	—	5 00	221	156	7	21	239	4	5
Wenham, .	985	472,475	5	—	—	194	146	5	22	168	1	5
West Newbury, .	2,006	1,028,497	11	—	1,564 00	449	331	16	30	419	3	13
Total, .	200,843	\$141,015,586	591	\$158,843 02	\$46,062 66	35,638	25,928	135	2,429	39,798	107	808

## ESSEX COUNTY—CONTINUED.

TOWNS.	Aggregate Length of Public Schools for the year, in Months	Average Length as returned by Committee.	Average Wages of Teachers per month, including the Value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1871-72.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expenses of Superintending School Reports.	Salary of Superintendent of Public Sch'is.	Amt of School Funds that income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.	Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs.
			Males.	Females.							
Amesbury, . . .	200-10	8-7	\$83 12	\$24 90	\$7,600 00	—	\$314 80	—	151,258 00	\$8,397 00	\$300 00
Andover, . . .	165-3	8-13	138 88	39 75	10,000 00	—	459 00	—	—	—	—
Beverly, . . .	250	10	125 00	40 20	15,000 00	—	1,700 00	\$1,500 00	3,000 00	180 00	—
Boxford, . . .	37	7	50 00	30 00	1,200 00	—	266 47	—	3,396 00	203 80	198 20
Bradford, . . .	79-5	9-18	141 03	41 15	5,300 00	—	200 00	—	—	—	—
Danvers, . . .	176-10	9-5	95 00	33 66	10,000 00	—	567 00	—	—	—	—
Essex, . . .	67-12	7-10	57 20	35 80	2,700 00	\$160 00	190 85	—	—	—	336 00
Georgetown, . . .	90	9	111 11	32 00	3,900 00	75 00	200 00	1,600 00	—	—	93 15
Gloucester, . . .	306	9	106 78	33 47	31,400 00	—	2,015 17	—	—	—	—
Groveland, . . .	52-10	8-15	47 50	36 00	2,169 00	540 00	112 50	—	—	—	—
Hamilton, . . .	29-12	7-4	53 33	25 00	1,000 00	—	49 00	—	—	—	54 35
Haverhill, . . .	461-10	9-13	150 00	57 00	28,000 00	—	896 00	—	—	—	1,406 45
Ipswich, . . .	114-18	9-2	83 50	29 63	4,900 00	—	230 00	—	11,300 00	470 00	—
Lawrence, . . .	560	10	191 25	52 34	49,905 00	—	1,668 00	1,500 00	—	—	1,151 85
Lynn, . . .	523	9-14	173 33	52 99	69,722 04	—	1,195 00	—	—	—	—
Lynnfield, . . .	33-10	8-8	—	35 50	1,200 00	—	139 41	—	—	—	32 71
Manchester, . . .	72-15	9-2	80 00	30 12	2,800 00	—	325 00	—	—	—	—
Marblehead, . . .	193-10	10-15	111 64	33 65	12,000 00	200 00	90 00	—	9,550 00	559 04	288 86
Methuen, . . .	125-5	8-18	112 50	40 10	6,000 00	—	285 00	—	—	—	—
Middleton, . . .	47	9-8	—	35 00	1,700 00	—	93 00	—	—	—	—
Nahant, . . .	21	11-5	83 33	45 00	2,000 00	—	90 50	—	—	—	—
Newbury, . . .	45	7-10	—	28 25	1,500 00	—	75 00	—	20,000 00	1,200 00	69 86
Newburyport, . . .	360	10	101 38	32 00	24,000 00	—	225 00	—	65,000 00	3,900 00	241 44

## SCHOOL RETURNS.

xvii

North Andover,	122	9-7	\$88 37	\$28 20	\$6,000 00	-	\$246 00	-	\$700 00	\$43 00	-
Peabody,	164	10-5	121 95	42 50	21,500 00	-	633 55	-	6,000 00	480 00	\$417 49
Rockport,	87-15	8	56 00	33 70	4,800 00	-	403 00	-	-	-	-
Rowley,	40-15	8-3	49 00	25 00	1,200 00	-	75 00	-	-	-	-
Salem,	690	10-10	141 50	50 78	52,154 47	-	1,385 00	\$2,500 00	4,000 00	200 00	1,286 40
Salisbury,	145-10	9	66 00	27 00	6,000 00	-	376 27	-	-	-	204 63
Saugus,	87-15	9-15	-	34 88	4,000 00	-	200 00	-	-	-	-
Swampscott,	75-5	10-15	111 63	40 31	6,000 00	-	190 00	-	-	-	-
Topsfield,	33-10	8-9	55 90	34 40	1,500 00	-	55 00	30 00	-	-	-
Wenham,	41-5	8-5	60 00	36 00	1,600 00	-	74 22	-	-	-	72 00
West Newbury,	87-10	7-18	45 00	34 10	3,827 00	-	32 00	150 00	-	-	-
Total,	9-9	-	\$96 37	\$36 19	\$402,577 51	\$975 00	\$15,056 74	\$7,280 00	\$274,204 00	\$15,632 84	\$6,143 39

## ESSEX COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCOMP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1872.	How much of said Fund was used for apparatus and books of reference.	
	Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
			Months.	Days.									
Amesbury, . . . . .	1	Taxation,	10		\$900 00	1		—	1		—	\$291 70	\$56 74
Andover, . . . . .	1	Not by Tax.,	9		1,500 00	290		\$12,500 00	2	23	\$460 00	237 65	—
Beverly, . . . . .	1	Taxation,	10		1,500 00	—	—	—	2	40	500 00	354 28	—
Boxford, . . . . .	1	—	—		—	—	—	—	1	—	—	133 00	—
Bradford, . . . . .	1	Taxation,	10		1,400 00	1	140	10,000 00	1	—	—	179 40	44 85
Danvers, . . . . .	1	Taxation,	10		1,200 00	—	—	—	1	21	315 00	339 68	—
Essex, . . . . .	1	—	—		—	—	—	—	1	—	—	174 40	—
Georgetown, . . . . .	1	Taxation,	9		1,000 00	—	—	—	1	—	—	183 24	24 42
Gloucester, . . . . .	1	Taxation,	10-5		2,000 00	—	—	—	1	20	250 00	723 40	20 00
Groveland, . . . . .	—	—	—		—	1	—	—	1	—	—	167 20	48 15
Hamilton, . . . . .	—	—	—		—	—	—	—	—	—	—	126 00	—
Haverhill, . . . . .	1	Taxation,	10-5		2,000 00	—	—	—	2	100	2,000 00	533 36	3 75
Ipswich, . . . . .	1	Taxation,	10		870 00	—	—	—	2	75	1,930 00	214 45	200 00
Lawrence, . . . . .	1	Taxation,	10		3,000 00	—	—	—	2	1,200	—	1,069 58	—
Lynn, . . . . .	1	Taxation,	10		2,500 00	—	—	—	8	394	10,770 00	1,281 25	—
Lynnfield, . . . . .	—	—	—		—	—	—	—	—	—	—	124 80	—
Manchester, . . . . .	1	Taxation,	9-5		740 00	—	—	—	1	20	200 00	143 67	—
Marblehead, . . . . .	1	Taxation,	10-15		1,200 00	1	—	—	1	40	300 00	389 15	—
Methuen, . . . . .	1	Taxation,	9		1,000 00	—	—	—	—	—	—	205 45	—
Middleton, . . . . .	—	—	—		—	—	—	—	—	—	—	146 60	—
Nahant, . . . . .	—	—	—		—	—	—	—	—	—	—	119 00	—
Newbury, . . . . .	—	—	—		—	25	—	350 00	—	—	—	143 20	—
Newburyport, . . . . .	1	Taxation,	10		1,800 00	1	—	—	8	130	7,250 00	590 60	—

## SCHOOL RETURNS.

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	1	Taxation, 10	\$1,200 00	-	-	-	1	4	\$75 00	\$203 25	-
North Andover, . . .	1	Taxation, 10-5	1,800 00	-	-	-	1	20	400 00	388 10	-
Peabody, . . .	1	Taxation, 9	600 00	-	-	-	1	-	-	263 46	-
Rockport, . . .	1	-	-	-	-	-	-	-	-	142 80	-
Rowley, . . .	1	Taxation, 10-10	2,500 00	-	-	-	30	1,300	17,000 00	1,168 36	-
Salem, . . .	1	Taxation, 10	1,000 00	-	-	-	-	-	-	248 46	\$41 00
Salisbury, . . .	1	-	-	-	-	-	-	-	-	193 24	-
Saugus, . . .	1	-	-	-	-	-	-	-	-	169 04	-
Swampscott, . . .	1	-	-	-	-	-	-	-	-	147 40	-
Topsfield, . . .	1	-	-	-	-	-	-	-	-	133 20	-
Wenham, . . .	1	-	-	-	-	-	-	-	-	186 26	-
West Newbury, . . .	1	-	-	-	-	-	-	-	-	-	-
Total, . . .	20	-	\$29,710 00	7	455	\$22,850 00	62	3,387	\$41,450 00	\$11,114 63	\$438 91

## FRANKLIN COUNTY.

T O W N S.	Population—U. S. Cen- sus, 1870.	Valuation—1871.	No. of Schools.	Amount expended, in 1871 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1871.	Number of different Schools in Public School-Year.	Avg. attendance in all the Public Schools during the School- year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1871.	No. of different persons employ- ed as Teachers in Pub. Schools.	
											Males.	Fem.
Ashfield,	1,180	\$532,632	14	—	—	230	185	16	34	174	1	22
Bernardston,	961	424,557	6	—	\$20 00	167	115	5	19	173	2	12
Buckland,	1,946	581,828	8	—	145 37	466	285	4	21	391	—	16
Charlemont,	1,005	373,335	8	—	147 32	222	164	3	58	204	2	11
Coleraine,	1,742	699,529	12	—	200 00	351	280	27	95	330	1	21
Conway,	1,460	830,189	13	—	450 00	365	221	9	26	310	1	20
Deerfield,	3,632	1,258,643	18	—	498 02	703	502	10	86	664	3	26
Erving,	579	295,891	5	\$5,400 00	—	163	102	8	19	129	—	6
Gill,	653	465,979	6	—	75 00	129	96	4	30	114	2	7
Greenfield,	3,589	2,187,943	13	1,402 04	528 38	578	415	17	79	656	2	24
Hawley,	672	173,259	8	450 00	300 00	148	109	5	16	137	—	10
Heath,	613	256,568	8	—	75 00	162	119	4	49	123	5	10
Leverett,	877	348,935	7	—	—	167	121	8	23	136	1	10
Leyden,	518	229,284	5	—	550 00	112	76	1	20	93	4	6
Monroe,	201	50,216	2	—	5 00	64	24	3	15	37	1	5
Montague,	2,224	1,128,111	16	7,987 00	1,343 00	494	357	15	73	572	3	27
New Salem,	987	334,316	8	—	136 00	200	127	2	28	170	2	12
Northfield,	1,720	707,945	13	—	150 00	375	290	6	51	358	2	20
Orange,	2,091	1,102,980	15	—	6,000 00	439	312	7	76	402	1	27
Rowe,	581	178,951	7	—	60 00	161	105	3	31	178	1	10
Shelburne,	1,582	861,619	10	2,545 00	50 00	314	226	2	34	304	3	16
Shutesbury,	614	200,490	7	—	—	131	93	4	11	127	3	10
Sunderland,	832	465,232	6	—	160 00	209	167	5	30	171	—	8



## SCHOOL RETURNS.

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Warwick, . . .	769	\$226,307	8	-	\$300 00	160	99	5	22	138	2	11
Wendell, . . .	539	200,768	5	-	21 73	84	57	3	5	79	-	10
Whately, . . .	1,068	723,087	6	\$3,500 00	-	225	165	8	15	204	-	10
Total, . . .	32,635	\$14,838,594	234	\$21,284 04	\$11,214 82	6,819	4,812	184	966	6,374	42	367

## HAMPDEN COUNTY.

Agawam, . . .	2,001	\$940,348	11	\$2,550 00	\$75 00	354	213	12	23	339	1	18
Blandford, . . .	1,026	528,620	13	1,175 00	20 00	263	164	14	40	203	1	19
Brimfield, . . .	1,286	643,258	8	1,028 00	46 93	241	156	11	8	254	1	11
Chester, . . .	1,253	496,282	10	5,550 00	1,078 89	333	210	10	33	256	-	16
Chicopee, . . .	9,607	4,064,782	25	-	728 05	1,642	967	24	95	1,917	5	37
Granville, . . .	1,293	463,931	12	3,500 00	100 00	326	200	9	27	336	2	17
Holland, . . .	344	150,504	4	-	-	93	49	3	15	84	1	6
Holyoke, . . .	10,733	6,640,385	32	5,345 00	2,616 26	1,628	1,221	24	99	2,095	2	44
Longmeadow, . . .	1,342	918,155	10	1,299 48	161 96	255	237	8	41	265	1	13
Ludlow, . . .	1,138	494,650	10	-	-	206	158	6	23	235	1	18
Monson, . . .	3,204	1,207,596	18	2,063 29	211 68	600	458	16	44	557	3	23
Montgomery, . . .	318	152,800	5	-	-	63	43	-	10	73	2	6
Palmer, . . .	3,631	1,335,094	16	-	963 92	882	373	12	54	794	2	21
Russell, . . .	635	274,989	6	-	47 42	135	108	8	15	130	-	7
Southwick, . . .	1,100	593,620	10	842 00	120 00	294	152	6	46	244	3	20
Springfield, . . .	26,703	27,551,970	89	27,340 00	4,096 28	4,901	3,403	13	335	4,167	10	114
Tolland, . . .	509	294,502	7	-	22 40	102	82	4	8	105	-	11
Wales, . . .	831	366,486	5	-	75 00	136	97	7	11	135	-	9
Westfield, . . .	6,519	5,412,819	26	20,601 49	784 28	1,212	885	21	120	1,166	6	39
West Springfield, . . .	2,606	1,983,978	15	15,002 69	503 00	584	327	11	42	552	-	27
Wilbraham, . . .	2,330	843,885	14	10,000 00	800 00	458	299	14	61	418	3	14
Total, . . .	78,409	\$55,358,654	346	\$96,296 95	\$12,451 07	14,708	9,802	233	1,150	14,325	42	490

# BOARD OF EDUCATION.

## FRANKLIN COUNTY—CONTINUED.

TOWNS.	Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per month, including the Value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1871-72.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expenses of Superintendence and printing School Reports.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.	Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs.
			Males.	Females.							
Ashfield, . . . . .	79-10	5-13	\$33 33	\$24 67	\$1,500 00	\$529 00	\$86 00	-	\$10,716 67	\$1,249 00	-
Bernardston, . . . . .	45-17	7-13	43 50	28 40	1,500 00	25 00	70 75	-	914 83	54 89	\$149 50
Buckland, . . . . .	59-10	6-3	-	29 10	1,500 00	-	135 37	-	800 00	48 00	63 00
Charlemont, . . . . .	49	6-3	28 00	28 00	1,200 00	-	115 00	-	-	-	-
Coleraine, . . . . .	90	7-10	30 00	26 00	2,000 00	530 00	100 00	-	-	-	-
Conway, . . . . .	93-5	7-4	37 00	29 35	2,250 00	470 00	130 00	-	-	-	-
Deerfield, . . . . .	131-1	7-9	86 66	32 75	5,015 25	186 00	175 50	-	10,000 00	600 00	154 22
Erving, . . . . .	35	7	-	29 63	1,000 00	24 00	39 75	-	-	-	-
Gill, . . . . .	36	6	42 00	24 00	700 00	476 00	46 00	-	-	-	-
Greenfield, . . . . .	112-10	8-13	78 50	36 00	7,500 00	100 00	371 00	-	-	-	-
Hawley, . . . . .	48	6	-	23 00	955 00	20 00	40 00	-	-	-	-
Heath, . . . . .	49	6-3	30 60	22 00	1,000 00	138 00	40 00	-	-	-	-
Leverett, . . . . .	44	6-8	32 00	23 00	1,000 00	15 00	65 00	-	-	-	51 39
Leyden, . . . . .	30-10	6-2	35 00	25 27	600 00	371 00	38 50	-	-	-	-
Monroe, . . . . .	16	8	25 00	23 67	250 00	-	30 00	-	207 33	12 44	-
Montague, . . . . .	96	6	45 00	33 00	3,600 00	-	105 00	-	-	-	-
New Salem, . . . . .	51-15	6-9	34 67	23 38	1,400 00	-	59 87	-	9,000 00	630 00	40 19
Northfield, . . . . .	86-5	6-12	50 00	22 00	2,500 00	-	94 00	-	-	66 00	240 00
Orange, . . . . .	97-10	6-10	80 00	25 58	4,000 00	21 00	230 00	-	-	-	-
Rowe, . . . . .	42	6	38 00	23 17	924 00	-	44 00	-	200 00	12 00	-
Shelburne, . . . . .	80	6	39 10	32 88	3,000 00	113 00	179 00	-	-	-	-
Shutesbury, . . . . .	42	6	36 43	19 00	800 00	-	55 50	-	266 00	15 96	37 17
Sunderland, . . . . .	40	7-15	-	36 50	1,600 00	-	120 00	-	-	-	23 00

## SCHOOL RETURNS.

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## HAMPTON COUNTY—CONTINUED.

	50	6-5	\$40 00	\$22 00	\$1,000 00	\$66 00	\$90 00	\$500 00	\$30 00	
Warwick,	.	30	—	30 00	800 00	—	40 00	540 00	41 40	—
Wendell,	.	42-16	—	29 00	1,500 00	—	70 00	—	—	—
Whately,	.	7-3	—	—	—	—	—	—	—	—
Total,	.	6-14	\$43 24	\$26 97	\$49,094 25	\$3,084 00	\$2,465 24	\$33,544 83	\$2,783 42	\$914 37

	78-14	7-17	\$32 00	\$30 63	\$2,200 00	\$241 00	\$115 00	—	\$2,500 00	\$150 00	—
Agawam,	.	85-3	34 00	25 22	1,200 00	854 00	62 00	—	75,000 00	4,500 00	\$112 23
Blandford,	.	55-10	32 00	30 78	1,800 00	—	85 00	—	—	—	87 93
Brimfield,	.	65	—	26 74	2,000 00	5 00	81 51	—	700 00	33 00	—
Chester,	.	250	126 30	39 58	20,175 00	—	625 00	—	—	—	702 06
Chicopee,	.	72-11	35 00	26 69	1,800 00	100 00	60 00	—	—	—	235 00
Granville,	.	24	32 00	20 68	450 00	—	44 00	—	222 22	13 33	26 00
Holland,	.	313-3	108 33	36 00	19,000 00	—	—	1,600 00	—	—	—
Holyoke,	.	79-5	65 00	28 35	3,000 00	15 15	171 65	—	731 00	56 67	147 73
Longmeadow,	.	64-10	24 00	29 00	1,600 00	—	89 00	—	—	—	—
Ludlow,	.	122-9	90 50	30 82	4,500 00	—	160 00	—	25,500 00	2,040 00	—
Monson,	.	30	—	22 00	650 00	90 00	26 38	—	—	—	42 71
Montgomery,	.	128-2	52 27	37 10	4,500 00	—	331 00	—	850 00	55 97	347 13
Palmer,	.	36	—	24 17	950 00	—	28 50	—	—	—	—
Russell,	.	78-17	63 33	25 43	900 00	29 56	127 00	—	15,618 01	948 21	109 56
Southwick,	.	890	170 00	50 57	75,077 77	—	3,100 00	3,000 00	—	—	—
Springfield,	.	42	—	23 63	500 00	204 00	42 00	—	—	—	87 28
Tolland,	.	33-5	—	28 20	800 00	—	50 00	—	—	—	78 30
Wales,	.	233-9	88 93	38 59	15,150 00	—	700 00	—	40,000 00	—	477 57
Westfield,	.	144-15	—	37 60	6,600 00	—	79 00	—	14,647 54	849 00	161 30
West Springfield,	.	93-10	37 00	25 00	2,500 00	—	146 00	—	1,705 25	102 31	449 79
Wilbraham,	.	—	—	—	—	—	—	—	—	—	—
Total,	.	8-9	\$66 04	\$30 32	\$165,352 77	\$1,538 71	\$6,123 04	\$4,650 00	177,474 02	\$8,748 49	\$3,064 59

FRANKLIN COUNTY--CONCLUDED.

[illegible]

## SCHOOL RETURNS.

XXV

Warwick,	.	.	.	.	.	.	.	.	.	1	30	\$112 34	—
Wendell,	.	.	.	.	.	.	.	.	.	—	—	104 22	\$9 13
Whately,	.	.	.	.	.	.	.	.	.	—	—	133 42	—
Total,	.	.	.	.	.	6	—	—	—	20	405	\$8,629 59	\$150 10

## HAMPDEN COUNTY—CONCLUDED.

Agawan,	.	.	.	.	.	.	.	.	.	.	.	.	\$171 83	\$42 00
Blandford,	.	.	.	.	.	.	.	.	.	.	.	.	144 82	13 65
Brimfield,	.	.	.	.	.	1	—	—	—	—	—	—	143 62	—
Chester,	.	.	.	.	.	2	—	—	—	4	16	—	148 22	9 00
Chicopee,	.	.	.	.	.	10*	—	—	—	2	362	—	452 93	—
Granville,	.	.	.	.	.	—	—	—	—	2	25	—	145 82	—
Holland,	.	.	.	.	.	—	—	—	—	—	—	—	116 80	—
Holyoke,	.	.	.	.	.	10	—	—	—	1	—	—	439 33	—
Longmeadow,	.	.	.	.	.	—	—	—	—	—	—	—	153 42	—
Ludlow,	.	.	.	.	.	—	—	—	—	—	—	—	146 62	—
Monson,	.	.	.	.	.	10	—	—	—	2	40	—	208 44	—
Montgomery,	.	.	.	.	.	—	—	—	—	99	—	—	113 80	—
Palmer,	.	.	.	.	.	9	—	—	—	—	—	—	255 25	—
Russell,	.	.	.	.	.	—	—	—	—	—	—	—	127 20	—
Southwick,	.	.	.	.	.	6	—	—	—	—	—	—	148 62	7 50
Springfield,	.	.	.	.	.	10	—	—	—	14	220	—	946 70	300 00
Tolland,	.	.	.	.	.	—	—	—	—	—	—	—	123 00	—
Wales,	.	.	.	.	.	—	—	—	—	—	—	—	127 00	3 75
Westfield,	.	.	.	.	.	10	—	—	—	2	35	—	326 28	—
West Springfield,	.	.	.	.	.	9-15	—	—	—	2	15	—	186 25	—
Wilbraham,	.	.	.	.	.	—	—	—	—	1	14	—	183 65	—
Total,	.	.	.	.	.	10	—	—	—	30	727	\$3,121 25	\$4,809 60	\$375 90

\* Each.

## HAMPSHIRE COUNTY.

T O W N S.	Population—U. S. Cen- sus, 1870.	Valuation—1871.	No. of Schools.	Amount expended in 1871 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1871.	Number of different Schools in Public School-year.	Avg. attendance in all the Public Schools during the School- year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1871.	No. of different persons employ- ed as Teachers in Pub. Schools.	
											Males.	Fem.
Amherst, . . . . .	4,035	\$2,813,464	18	-	\$1,200 00	849	588	13	183	665	3	29
Belchertown, . . . . .	2,428	1,076,676	19	-	434 65	573	383	9	100	406	7	23
Chesterfield, . . . . .	811	382,574	9	-	100 00	162	122	9	29	158	4	11
Cummington, . . . . .	1,037	398,864	10	\$1,500 00	15 00	204	148	3	38	183	-	14
Easthampton, . . . . .	3,620	2,495,771	15	-	336 77	736	429	21	27	846	-	23
Enfield, . . . . .	1,023	620,125	8	-	24 63	170	128	6	5	174	-	13
Goshen, . . . . .	368	143,000	4	-	3 00	93	58	3	19	74	-	5
Granby, . . . . .	863	501,103	9	-	150 00	184	160	2	34	156	-	12
Greenwich, . . . . .	665	297,455	7	-	138 06	129	93	5	28	101	-	11
Hadley, . . . . .	2,301	1,400,144	13	-	138 24	503	345	7	32	470	-	20
Hatfield, . . . . .	1,594	1,222,982	8	9,000 00	50 00	326	221	13	34	312	-	11
Huntington, . . . . .	1,156	544,484	8	-	100 47	260	186	6	25	217	2	11
Middlefield, . . . . .	728	421,510	8	-	525 00	204	136	10	28	185	1	11
Northampton, . . . . .	10,160	6,868,433	49	3,821 96	2,157 00	2,181	1,988	-	246	2,019	3	61
Pelham, . . . . .	673	207,360	5	-	15 82	148	99	8	14	115	1	7
Plainfield, . . . . .	521	229,260	6	-	79 55	123	79	2	24	91	2	7
Prescott, . . . . .	541	213,798	6	-	-	119	77	6	22	92	4	4
South Hadley, . . . . .	2,840	1,451,847	11	-	500 00	540	442	4	53	485	4	17
Southampton, . . . . .	1,159	533,329	8	-	-	254	144	2	36	228	1	14
Ware, . . . . .	4,259	1,618,880	21	965 00	800 00	1,040	621	21	107	775	7	26
Westhampton, . . . . .	587	342,400	6	-	23 75	141	91	1	15	130	-	8

## SCHOOL RETURNS.

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Williamsburg,	2,159	\$1,357,826	14		\$50 00	639	394	20	62	565	1	22
Worthington,	860	362,765	11	\$400 00	50 00	190	132	12	37	195	2	15
Total,	44,388	\$25,504,050	273	\$15,686 96	\$6,891 94	9,768	7,064	183	1,198	8,642	42	375

## HAMPSHIRE COUNTY—CONTINUED.

T O W N S.	Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Com- mittee.	Average Wages of Teachers per month, including the Value of Board.		Raised by Taxes for Schools, including boards, fuel, care of rooms, for the school- year 1871-72.	Amount of board, fuel, &c., voluntarily con- tributed for Public Schools.	Expenses of Superin- tendence and print- ing School Reports.	Salary of Superintendent of Public Sch'ls.	Am't of School Funds, the income of which can be appropriated only for the support of Academics and Schools.	Income from Local School Funds.	Income of Funds, ap- propriated to Public Schools at the option of the Town, includ- ing Tax on dogs.
			Males.	Females.							
Amherst,	151	8-8	\$120 20	\$34 12	\$8,500 00	—	\$1,870 00	\$1,700 00	—	—	\$169 34
Belchertown,	121	6-7	63 47	29 00	5,000 00	—	217 05	—	—	—	105 90
Chesterfield,	57-15	7-15	32 00	23 53	1,000 00	\$400 00	60 00	—	\$1,100 00	\$71 00	—
Cummington,	57-13	6-8	—	24 17	1,200 00	300 00	84 00	—	—	—	53 32
Easthampton,	130-3	9-1	—	48 63	5,700 00	—	200 00	—	75,000 00	5,000 00	154 59
Enfield,	49-13	6-4	—	27 27	1,250 00	—	66 75	—	—	—	111 40
Goshen,	36	6-10	—	24 00	500 00	96 00	30 65	—	—	—	—
Granby,	61-5	7-12	—	28 20	1,875 00	—	55 00	—	—	—	47 00
Greenwich,	42	6	—	24 42	1,000 00	—	66 40	—	—	30 00	—
Hadley,	102-5	7-18	—	29 18	3,300 00	—	124 19	—	30,760 17	1,845 60	—
Hatfield,	67	8-8	—	34 09	2,700 00	—	90 00	—	—	—	—
Huntington,	55-5	6-18	30 00	28 66	1,400 00	—	79 75	—	—	—	68 40
Middlefield,	45-7	5-13	28 00	23 10	900 00	80 00	56 00	—	—	—	90 00
Northampton,	404-10	8-16	172 50	42 80	24,300 00	72 00	2,800 00	2,000 00	2,000 00	488 75	—
Pelham,	30-10	6-2	24 00	29 28	1,000 00	16 00	118 34	—	—	—	—
Plainfield,	36	6	33 50	22 91	700 00	—	34 00	—	—	—	25 13
Prescott,	36	6	33 80	22 00	800 00	—	58 00	45 00	—	—	—
South Hadley,	91-10	8-6	125 00	37 00	6,000 00	30 00	95 00	—	2,000 00	120 00	160 00
Southampton,	62-15	7-17	28 00	28 98	1,850 00	—	70 00	—	1,775 00	124 25	69 84
Ware,	152-5	7-5	60 13	31 41	7,500 00	—	370 00	—	—	—	220 72
Westhampton,	38-5	7-13	—	28 00	1,200 00	—	85 00	—	—	—	71 24



## SCHOOL RETURNS.

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Williamsburg,	116-5	8-10	\$36 00	\$372 00	\$3,000 00	\$40 00	\$260 00	-	\$20,400 00	\$1,925 82	\$97 83
Worthington,	70	6-7	34 50	28 00	800 00	1,100 00	50 00	-	1,961 67	143 22	178 20
Total,	7-7	-	\$58 64	\$29 82	\$81,475 00	\$2,134 00	\$6,940 13	\$3,745 00	135,496 84	\$9,748 64	\$1,022 91

## HAMPSHIRE COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1872.	How much of said Fund was used for apparatus and books of reference.
	Number.	How supported.	LENGTH.		Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.		
			Months.	Days.								
Amherst, . . . . .	1	Taxation,	9-10		1	-	-	1	8	\$150 00	\$232 25	\$35 00
Belchertown, . . . . .	1	Taxation,	10		-	-	-	3	50	90 00	190 04	40 00
Chesterfield, . . . . .	-	-	-		-	-	-	-	-	-	130 80	-
Cummington, . . . . .	-	-	-		-	-	-	-	-	-	144 00	26 00
Easthampton, . . . . .	1	Taxation,	10		1	200	\$7,600 00	1	24	350 00	253 65	150 60
Enfield, . . . . .	-	-	-		-	-	-	-	-	-	130 20	-
Goshen, . . . . .	-	-	-		-	-	-	-	-	-	114 00	-
Granby, . . . . .	-	-	-		-	-	-	-	-	-	131 40	-
Greenwich, . . . . .	-	-	-		-	-	-	-	-	-	120 60	-
Hadley, . . . . .	1	Not by Tax.,	10		1	29	5 00	2	15	300 00	185 23	46 30
Hatfield, . . . . .	1	Taxation,	8		-	-	-	-	-	-	175 23	43 80
Huntington, . . . . .	-	-	-		-	-	-	-	-	-	144 80	-
Middlefield, . . . . .	-	-	-		-	-	-	-	-	-	134 40	-
Northampton, . . . . .	1	Taxation,	10		-	-	-	6	36	2,280 00	488 75	63 33
Pelham, . . . . .	-	-	-		-	-	-	-	-	-	125 84	25 00
Plainfield, . . . . .	-	-	-		-	-	-	-	-	-	118 85	-
Prescott, . . . . .	-	-	-		-	-	-	-	-	-	118 45	6 00
South Hadley, . . . . .	-	-	-		1	250	2,500 00	1	25	90 00	206 65	175 00
Southampton, . . . . .	1	Taxation,	6		-	-	-	-	-	-	144 60	35 00
Ware, . . . . .	2	Taxation,	{ 10		-	-	-	-	-	-	271 46	-
Westhampton, . . . . .	-	-	{ 5		-	-	-	1	19	122 50	127 40	-

### SCHOOL RETURNS.

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	-	-	-	-	-	-	-	-	-	\$205 64	-
Williamsburg,	.	-	-	-	-	-	-	-	-	139 40	-
Worthington,	.	-	-	-	-	-	-	-	-		-
Total,	.	9	-	-	479	\$10,105 00	15	177	\$3,382 50	\$4,033 64	\$646 03

## MIDDLESEX COUNTY.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1871.	No. of Schools.	Amount expended in 1871 for Erecting School-Houses.	Amount paid for Renting, &c., in 1871.	Number of different Schools during the School-year.	Avg. attendance in all the Public Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1871.	No. of different persons employed as Teachers in Pub. Schools.	
											Males.	Fem.
Acton, . . .	1,593	\$968,317	9	\$7,175 00	\$94 42	316	256	9	52	310	2	15
Arlington, . . .	3,261	4,148,440	13	—	392 93	625	561	—	45	681	3	12
Ashby, . . .	994	496,780	9	—	646 78	226	152	5	39	182	—	17
Ashland, . . .	2,186	1,288,732	12	11,058 40	191 28	436	309	3	34	446	1	18
Ayer, . . .	—	898,900	7	—	188 96	438	318	7	50	382	2	8
Bedford, . . .	849	587,337	6	—	30 00	179	116	5	18	166	—	8
Belmont, . . .	1,513	2,431,166	8	5,953 46	564 35	350	247	5	23	297	1	9
BillERICA, . . .	1,833	1,446,158	9	—	40 00	440	254	16	29	349	—	15
Boxborough, . . .	338	247,214	4	—	—	98	77	1	25	74	2	5
Brighton, . . .	4,967	8,954,732	15	3,723 85	—	824	758	—	—	870	4	23
Burlington, . . .	626	497,678	5	—	—	104	78	4	6	91	1	6
Cambridge, . . .	39,634	46,859,800	28	110,555 21	8,760 30	8,457	5,803	—	456	8,247	13	161
Carlisle, . . .	569	387,574	5	—	75 00	98	79	5	12	91	—	8
Charlestown, . . .	28,323	31,866,660	47	99,269 66	7,409 58	6,050	4,646	—	526	6,557	15	111
Chelmsford, . . .	2,374	1,551,233	14	—	100 00	593	359	20	82	492	2	19
Concord, . . .	2,412	2,094,025	12	—	600 00	451	344	8	52	420	1	16
Dracut, . . .	2,078	1,343,997	13	—	—	467	286	9	42	473	1	13
Dunstable, . . .	471	289,407	5	—	4 50	90	71	2	12	87	—	8
Everett, . . .	2,220	2,423,232	11	—	1,369 00	509	399	4	15	503	2	11
Frammingham, . . .	4,968	3,661,570	20	—	1,676 56	961	665	11	71	803	4	27
Groton, . . .	3,584	1,583,830	11	5,941 03	133 34	420	281	14	28	387	3	13
Holliston, . . .	3,073	1,759,122	15	—	555 00	714	505	26	75	645	2	22
Hopkinton, . . .	4,419	2,030,882	23	4,134 33	11,503 71	1,175	898	25	75	1,085	1	30
Hudson, . . .	3,389	1,392,741	13	4,500 00	452 00	787	562	6	69	723	2	18

## SCHOOL RETURNS.

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Lexington, . . . . .	2,277	\$2,324,754	11	-	\$1,100 00	467	304	9	30	363	3	9
Lincoln, . . . . .	791	659,082	5	-	170 00	168	115	4	25	132	-	5
Littleton, . . . . .	983	723,175	7	-	16 39	271	168	5	36	202	1	11
Lowell, . . . . .	40,928	27,811,353	61	\$16,250 00	4,920 00	6,928	4,179	-	519	6,217	13	110
Malden, . . . . .	7,367	7,119,058	29	17,000 00	5,000 00	1,426	1,310	-	156	1,426	4	28
Marlborough, . . . . .	8,474	3,141,531	31	-	660 00	1,905	1,450	23	111	2,160	4	39
Maynard, . . . . .	-	1,002,000	6	3,300 00	-	411	199	3	17	362	2	8
Medford, . . . . .	5,717	6,351,399	20	-	2,059 59	1,061	858	-	110	1,091	6	23
Melrose, . . . . .	3,414	3,812,756	14	-	2,600 00	689	623	-	48	637	1	19
Melrose, . . . . .	6,404	3,114,300	26	9,421 39	1,166 80	1,441	1,063	8	84	1,457	2	39
Milton, . . . . .	12,825	19,386,013	53	15,000 00	15,482 00	2,176	1,999	13	269	2,452	11	63
Newton, . . . . .	942	512,736	6	-	103 69	170	134	5	20	163	-	8
North Reading, . . . . .	1,842	1,111,415	10	-	625 00	340	261	18	51	329	3	8
Pepperell, . . . . .	2,664	1,850,653	14	-	1,100 00	610	499	15	88	585	1	21
Reading, . . . . .	1,062	882,325	6	2,211 54	-	246	159	6	36	185	1	12
Sherborn, . . . . .	1,451	840,037	9	-	137 92	285	212	1	47	251	2	13
Shirley, . . . . .	14,685	15,775,000	54	85,000 00	-	2,951	2,381	2	199	2,824	7	59
Somerville, . . . . .	4,513	2,485,110	14	11,792 00	-	850	655	8	100	810	1	17
Stoneham, . . . . .	1,813	764,539	6	-	-	263	179	5	51	192	-	8
Stow, . . . . .	2,091	939,290	7	-	2,600 00	288	173	15	22	161	-	10
Sudbury, . . . . .	1,944	908,415	7	2,300 00	200 00	250	163	4	36	225	-	10
Tewksbury, . . . . .	1,962	732,431	14	-	80 00	445	318	13	73	379	4	18
Townsend, . . . . .	629	301,918	7	-	-	155	120	3	25	123	1	9
Tyngsborough, . . . . .	4,135	2,830,746	14	39,500 00	873 85	664	566	-	82	752	-	17
Wakefield, . . . . .	9,065	7,914,660	30	-	2,144 06	1,550	1,298	16	100	1,480	7	42
Waltham, . . . . .	4,326	5,598,140	13	-	1,749 87	759	593	7	67	880	5	20
Watertown, . . . . .	1,240	629,714	7	-	300 00	248	177	7	17	231	-	13
Wayland, . . . . .	1,803	952,778	11	5,907 00	69 06	332	217	9	26	299	1	16
Weston, . . . . .	1,261	1,178,450	7	-	500 00	228	170	3	40	195	1	10
Wilmington, . . . . .	866	518,509	6	-	89 44	175	136	1	24	150	1	7
Winchester, . . . . .	2,645	3,404,626	12	3,705 71	1,200 00	562	476	3	62	568	2	18
Woburn, . . . . .	8,560	7,780,398	35	1,800 00	2,000 00	1,910	1,564	-	105	1,875	8	50
Total, . . . . .	274,353	\$251,556,838	866	\$465,498 58	\$81,735 38	55,032	40,743	381	4,512	53,537	154	1,333

# BOARD OF EDUCATION.

## MIDDLESEX COUNTY—CONTINUED.

TOWNS.	Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per month, including the Value of Board.		Raised by Schools, including Wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1871-72.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expenses of Superintendence and printing School Reports.	Salary of Superintendent of Public Sch's.	Amt of School Funds which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.	Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs.
			Males.	Females.							
Acton, . . . . .	68-5	7-12	\$55 00	\$33 00	\$2,325 00	-	\$125 00	-	\$5,354 00	\$321 24	-
Arlington, . . . . .	133-5	10-5	152 00	47 90	13,471 71	-	49 00	-	-	-	-
Ashby, . . . . .	54	6	-	27 06	1,461 00	-	94 00	-	-	-	-
Ashland, . . . . .	77	6-10	150 00	35 75	4,500 00	-	216 75	-	-	-	-
Ayer, . . . . .	56-6	8-18	90 00	37 00	3,000 00	-	198 00	-	-	-	-
Bedford, . . . . .	52	8-14	-	30 00	1,600 00	-	91 00	-	-	-	\$100 46
Belmont, . . . . .	80	10	150 00	44 22	7,362 98	-	355 00	-	-	-	-
Billerica, . . . . .	78-7	8-15	-	32 33	3,000 00	-	153 00	-	21,000 00	1,470 00	-
Boxborough, . . . . .	25-10	6-10	33 00	27 50	675 00	-	57 20	\$25 00	-	-	143 28
Brighton, . . . . .	163-11	10-12	169 81	43 14	16,103 00	-	6 50	-	-	-	-
Billerica, . . . . .	33	6-12	44 00	28 00	900 00	-	50 00	-	-	-	70 00
Cambridge, . . . . .	282-16	10-2	215 74	66 49	118,204 53	-	3,461 52	3,000 00	10,000 00	899 81	-
Carlisle, . . . . .	30	6	-	26 93	800 00	-	60 00	-	500 00	30 00	-
Charlestown, . . . . .	444-3	9-9	196 12	67 62	103,577 24	-	2,770 00	2,500 00	5,600 00	336 00	-
Chelmsford, . . . . .	93-10	7	47 00	29 36	3,000 00	-	205 50	175 00	-	-	-
Concord, . . . . .	113-10	10	120 00	34 42	6,000 00	-	170 00	100 00	1,500 00	94 37	-
Dracut, . . . . .	81-5	6-5	32 00	34 00	3,000 00	-	267 00	-	-	-	-
Dunstable, . . . . .	30	6	-	28 00	800 00	-	36 00	-	-	-	-
Everett, . . . . .	112-6	10-5	100 00	41 25	7,000 00	-	250 00	-	-	-	-
Frammingham, . . . . .	171	8-1	137 50	45 00	12,400 00	\$10 00	418 00	-	4,259 00	255 54	269 99
Groton, . . . . .	74-3	6-15	44 00	31 36	2,700 00	-	240 00	-	40,500 00	2,835 00	-
Holliston, . . . . .	128-11	8-12	113 00	34 00	6,000 00	-	368 00	-	-	-	-
Hopkinton, . . . . .	188	8-5	133 34	36 46	8,000 00	-	400 00	-	5,000 00	275 00	209 00
Hudson, . . . . .	112	8-12	100 00	38 17	5,500 00	-	300 00	-	-	-	235 45

## SCHOOL RETURNS.

XXXV

Lexington,	100	10	\$110 00	\$34 50	\$7,000 00	—	\$300 00	—	—	\$1,209 21	—	\$148 18	—
Lincoln,	45-15	9-4	—	39 20	1,700 00	—	44 00	—	—	—	—	—	—
Littleton,	46-8	6-13	45 00	32 05	1,700 00	—	127 00	\$102 00	—	—	—	—	—
Lowell,	622-17	10-4	167 35	45 87	97,270 10	—	2,642 75	2,000 00	—	—	—	—	—
Malden,	310-10	10-10	150 00	50 00	29,500 00	—	2,225 00	1,000 00	—	—	—	—	—
Marlborough,	286	9-6	130-71	41 73	18,000 00	—	389 50	—	144 00	2,400 00	—	—	—
Maynard,	45	9	55 00	39 00	2,000 00	\$10 00	—	—	—	—	—	—	\$50 00
Medford,	210	10-10	155 00	48 62	27,166 32	—	370 00	—	—	—	—	—	—
Melrose,	135-10	9-10	200 00	47 50	11,224 10	—	453 00	—	—	—	—	—	312 31
Natick,	198-2	7-12	128 00	39 30	12,000 00	—	525 00	—	—	—	—	—	—
Newton,	520	9-16	185 85	59 67	54,523 44	—	2,800 00	3,000 00	—	—	—	—	617 44
North Reading,	48	8	—	31 34	1,500 00	—	92 00	—	—	—	—	—	—
Pepperell,	60	6	40 84	29 61	1,900 00	—	95 00	—	—	—	—	—	—
Reading,	121-2	8-18	166 67	40 00	7,000 00	275 00	200 00	—	—	—	—	—	—
Sherborn,	46-15	7-16	100 00	33 36	2,000 00	—	170 00	—	—	5,000 00	300 00	—	57 33
Shirley,	53-14	6	45 00	35 06	2,000 00	—	135 00	—	—	7,443 90	446 63	—	105 38
Somerville,	533	10-10	170 00	52 50	44,800 60	—	1,962 50	1,762 50	—	—	—	—	—
Stonham,	156-15	10-2	200 00	42 84	12,995 00	—	450 00	—	—	—	—	—	—
Stow,	51	8-10	—	37 62	1,950 00	—	150 00	125 00	—	6,100 00	437 00	—	84 00
Sudbury,	52-14	8-11	—	37 50	2,245 89	—	110 00	—	—	1,000 00	60 00	—	—
Tewksbury,	62	8-17	—	30 66	1,900 00	—	118 45	—	—	—	—	—	121 21
Townsend,	78	6	57 33	33 66	3,400 00	27 00	200 00	—	—	—	—	—	—
Tyngsborough,	47-15	6-16	65 00	23 80	1,050 00	—	121 00	—	—	2,100 00	168 80	—	—
Wakefield,	140-10	10	150 00	39 00	8,000 00	—	248 75	—	—	—	—	—	—
Waltham,	291	9-14	172 00	50 10	27,099 54	—	940 00	—	—	—	—	—	—
Watertown,	130	10	127 50	42 58	16,372 29	—	250 00	—	—	—	—	—	—
Wayland,	59-2	8-9	—	36 00	2,000 00	—	125 00	—	—	200 00	12 00	—	104 16
Westford,	83-5	7-16	46 00	30 13	2,500 00	—	120 00	—	—	20,000 00	1,200 00	—	153 72
Weston,	63-10	9-5	100 00	33 00	3,159 25	—	147 00	—	—	—	—	—	—
Wilmington,	39-15	6-13	32 00	32 83	1,775 00	40 00	60 00	—	—	—	—	—	50 00
Winchester,	106-10	8-18	157 50	41 31	9,300 00	—	350 00	—	—	—	—	—	—
Woburn,	295-10	9-10	97 70	41 85	21,000 00	—	—	1,500 00	—	25,000 00	1,750 00	—	—
Total,	8-18	—	\$114 15	\$38 41	\$766,511 99	\$362 00	\$26,452 42	15,289 50	164,166 11	\$11,183 57	\$2,683 73	—	—

## MIDDLESEX COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1872.	How much of said Fund was used for apparatus and books of reference.	
	Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
			Months.	Days.									
Acton, . . . . .	1	Taxation,	10	—	\$1,900 00	1	—	—	1	—	—	\$160 83	—
Arlington, . . . . .	1	—	—	—	—	1	—	—	1	—	—	235 06	—
Ashby, . . . . .	1	Taxation	10	—	1,500 00	1	—	—	3	69	\$306 25	140 00	\$23 28
Ashland, . . . . .	1	Taxation	9	—	900 00	1	—	—	1	—	—	178 83	—
Ayer, . . . . .	1	—	—	—	—	1	—	—	1	12	200 00	—	—
Bedford, . . . . .	1	Taxation,	10-5	—	1,537 50	1	—	—	2	15	1,500 00	132 43	—
Belmont, . . . . .	1	—	—	—	—	40	—	\$240 00	1	—	—	154 62	—
Billerica, . . . . .	1	—	—	—	—	1	—	—	1	—	—	171 03	—
Boxborough, . . . . .	1	Taxation,	11-11	—	1,900 00	1	—	—	1	—	—	113 80	—
Brighton, . . . . .	1	—	—	—	—	1	—	—	1	—	—	269 46	—
Burlington, . . . . .	1	Taxation,	10	—	4,000 00	1	—	—	20	630	24,400 00	120 60	—
Cambridge, . . . . .	1	—	—	—	—	1	—	—	1	—	—	1,717 76	—
Carlisle, . . . . .	1	Taxation,	9-9	—	2,500 00	3	—	—	3	65	3,200 00	123 00	—
Charlestown, . . . . .	1	—	—	—	—	1	—	—	1	—	—	1,316 62	—
Chelmsford, . . . . .	1	Taxation,	10	—	1,200 00	1	—	—	1	9	450 00	192 23	—
Concord, . . . . .	1	—	—	—	—	1	—	—	1	—	—	184 23	90 00
Dracut, . . . . .	1	—	—	—	—	1	—	—	1	—	—	176 62	—
Dunstable, . . . . .	1	Taxation,	10-5	—	1,500 00	1	—	—	1	—	—	117 05	4 33
Everett, . . . . .	2	Taxation,	10*	—	1,200 00	71	—	—	1	—	—	186 44	—
Frammingham, . . . . .	1	—	—	—	1,550 00	1	—	1,716 00	1	—	—	248 86	125 00
Groton, . . . . .	1	Taxation,	10	—	1,130 00	1	—	—	1	—	—	249 86	—
Holliston, . . . . .	1	Taxation,	9	—	1,200 00	1	—	—	1	15	270 00	233 05	40 00
Hopkinton, . . . . .	1	Taxation,	10	—	1,000 00	1	—	—	1	30	360 00	315 28	—
Hudson, . . . . .	1	—	—	—	—	1	—	—	1	—	—	235 45	—



## SCHOOL RETURNS.

XXXVII

	1	Taxation,	10	\$1,200 00	-	-	-	-	1	15	\$500 00	\$166 06	\$25 00
Lexington,	1	Taxation,	10	\$1,200 00	-	-	-	-	1	-	-	129 63	-
Lincoln,	1	Taxation,	9-5	647 50	-	-	-	-	-	-	-	140 83	-
Littleton,	1	-	-	-	-	-	-	-	-	-	-	1,387 82	-
Lowell, .	1	Taxation,	10-6	2,200 00	1	55	\$875 00	-	5	485†	1,800 00	383 50	-
Malden, .	1	Taxation,	10-10	1,500 00	-	-	-	-	4	122	600 00	475 53	75 00
Marlborough,	1	Taxation,	10	1,700 00	-	-	-	-	1	75	1,900 00	-	-
Maynard,	1	-	-	-	-	-	-	-	-	-	-	323 48	-
Medford,	1	Taxation,	10-10	1,600 00	-	-	-	-	-	-	-	228 45	-
Melrose,	1	Taxation,	10	2,000 00	-	-	-	-	-	-	-	385 70	-
Natick, .	1	Taxation,	10	1,200 00	-	-	-	-	-	-	-	577 39	-
Newton,	1	Taxation,	10	2,625 00	2	165	18,500 00	-	9	100	5,426 00	135 60	-
North Reading,	1	Taxation,	8	320 00	-	-	-	-	1	45	200 00	172 00	-
Pepperell,	1	-	-	-	-	-	-	-	-	-	-	209 43	-
Reading,	1	Taxation,	9	1,500 00	-	-	-	-	-	-	-	141 80	-
Sherborn,	1	In part Tax.,	4	400 00	-	-	-	-	-	-	-	161 20	22 00
Shirley, .	1	-	-	-	-	-	-	-	1	21	106 00	614 20	-
Somerville,	1	Taxation,	10-10	2,200 00	-	-	-	-	-	-	-	258 07	-
Stoneham,	1	Taxation,	9-15	1,800 00	-	-	-	-	-	-	-	177 43	-
Stow, .	1	In part Tax.,	6†	331 00	-	-	-	-	2	40	550 00	175 83	-
Sudbury,	1	-	-	-	-	-	-	-	-	-	-	148 40	-
Tewksbury,	1	-	-	-	-	-	-	-	-	-	-	174 43	-
Townsend,	1	Taxation,	2-10	175 00	-	-	-	-	-	-	-	121 40	-
Tyngsborough,	1	Not by Tax.,	4	260 00	-	-	-	-	-	-	-	247 47	-
Wakefield,	1	Taxation,	10	1,500 00	-	-	-	-	-	-	-	384 10	384 10
Waltham,	1	Taxation,	10	2,000 00	1	60	4,000 00	-	3	80	1,650 00	275 26	275 26
Watertown,	1	Taxation,	10	2,000 00	-	-	-	-	1	20	750 00	147 40	6 75
Wayland,	1	-	-	-	-	-	-	-	-	-	-	173 63	-
Westford,	1	-	-	-	1	55	825 00	-	-	-	-	139 22	-
Weston,	1	Taxation,	9-5	900 00	-	-	-	-	-	-	-	130 20	-
Wilmington,	1	Taxation,	5-10	224 80	-	-	-	-	-	-	-	218 44	-
Winchester,	1	Taxation,	10	1,650 00	-	-	-	-	1	6	600 00	468 92	-
Woburn,	1	Taxation,	10	1,600 00	1	50	1,200 00	-	1	50	600 00	-	-
Total,	38	-	-	\$54,550 80	8	496	\$27,356 00	-	62	1,904	\$45,368 25	\$15,845 93	\$1,070 72

\* Each.

† Opened, August, 1871.

‡ Four hundred in Catholic School.



## SCHOOL RETURNS.

XXXXX

Quincy, . . .	7,442	\$5,345,600	27	-	\$2,152 94	1,640	1,183	-	-	1,279	8	27
Randolph, . .	5,642	1,985,970	26	-	2,560 78	1,235	933	32	52	1,358	8	28
Sharon, . . .	1,508	804,374	6	-	376 46	284	182	5	11	274	3	6
Stoughton, . .	4,914	2,410,475	19	\$1,511 81	148 17	1,024	838	2	74	1,145	5	26
Walpole, . . .	2,137	1,185,159	10	-	111 44	382	315	1	31	340	2	12
West Roxbury, .	8,683	14,226,300	36	26,589 23	-	1,777	1,353	2	139	1,577	6	39
Weymouth, . .	9,010	4,866,000	37	-	2,779 72	1,819	1,490	13	105	1,888	10	35
Wrentham, . .	2,292	1,104,602	11	4,799 52	390 00	470	262	15	27	422	1	15
Total, . . .	89,443	\$85,762,867	383	\$60,510 79	\$17,330 82	18,456	13,452	185	1,195	17,938	89	460

\* New town. Returns included in Randolph.

† New town. Returns included in Dedham and Walpole.



## SCHOOL RETURNS.

xli

Quincy, . . .	273	10-3	\$100 77	\$36 26	\$19,650 00	-	\$1,109 50	-	\$1,250 00	\$75 00	-
Randolph, . . .	240-13	9-5	98 40	28 88	13,277 09	-	454 54	-	20,000 00	2,000 00	-
Sharon, . . .	54	9	40 00	33 33	1,500 00	-	101 48	-	1,860 00	119 43	\$200 12
Stoughton, . . .	171	9	73 67	32 36	8,000 00	-	195 75	-	-	-	508 13
Walpole, . . .	99-16	10	180 00	39 85	5,500 00	-	135 00	-	-	-	-
West Roxbury, . . .	358-15	10-5	181 66	62 58	40,050 00	-	1,200 00	-	59,000 00	4,077 67	-
Weymouth, . . .	376-10	10	100 36	33 55	20,000 00	\$525 00	1,174 35	-	4,200 00	252 00	-
Wrentham, . . .	86-10	8-8	133 34	33 88	3,700 00	-	270 00	-	2,001 96	120 10	223 22
Total, . . .	9-8	-	\$105 87	\$38 16	\$240,438 75	\$555 00	\$9,458 61	\$350 00	156,780 12	\$11,358 00	\$3,264 51

\* Newly incorporated, and returns included in towns from which they were taken.



### SCHOOL RETURNS.

Norwood,*	.	-	Taxation,	10-15	-	\$1,250 00	-	-	-	-	3	60	\$1,500 00	\$407 31	-
Quincy,	.	1	Taxation,	10	-	1,500 00	-	-	-	-	1	35	800 00	339 57	-
Randolph,	.	1	-	-	-	-	-	-	-	-	-	-	-	159 43	-
Sharon,	.	-	-	-	-	-	-	-	-	-	-	-	-	325 70	-
Stoughton,	.	1	Taxation,	9	-	1,200 00	-	-	-	-	1	12	500 00	179 43	-
Walpole,	.	1	Taxation,	10	-	1,200 00	-	-	-	-	3	86	8,450 00	426 12	-
West Roxbury,	.	1	In part Tax.,	10-5	-	2,500 00	-	-	-	-	-	-	-	-	-
Weymouth,	.	2	Taxation,	10†	-	{ 1,200 00	-	-	-	-	2	40	350 00	480 75	-
Wrentham,	.	1	Taxation,	9	-	{ 1,200 00	-	-	-	-	-	-	-	185 88	-
Total,	.	21	-	-	-	\$28,552 50	1	119	\$6,113 66	32	631	\$25,825 00	\$5,873 03	\$128 52	-

\* New towns, and returns included in other towns.

† Each.

## PLYMOUTH COUNTY.

T O W N S.	Population—U. S. Cen- sus, 1870.	Valuation—1871.	No. of Schools.	Amount expended in 1871 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1871.	Number of different Schools during the School-year.	Avg attendance in all the Public Schools during the School- year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1871.	No. of different persons employ- ed as Teachers in Pub. Schools.	
											Males.	Fem.
Abington,	9,308	\$4,186,109	40	\$11,999 65	\$2,000 00	2,141	1,646	42	92	2,106	13	45
Bridgewater,	3,660	1,843,029	18	1,648 36	190 71	727	514	11	51	653	6	21
Carver,	1,092	520,417	7	-	50 00	225	167	8	39	199	4	5
Duxbury,	2,341	1,084,000	10	-	77 94	465	305	11	19	440	-	14
East Bridgewater,	3,017	1,211,050	13	-	1,192 36	552	479	18	62	551	1	23
Halifax,	619	315,346	5	-	-	106	79	2	9	100	-	8
Hanover,	1,628	838,719	9	-	158 94	324	232	10	21	314	2	10
Hanson,	1,219	458,221	7	1,080 33	102 01	218	168	6	8	219	1	9
Hingham,	4,422	2,871,279	14	14,000 00	297 75	658	506	5	26	721	5	9
Hull,	261	286,087	1	-	-	32	25	1	1	35	1	1
Kingston,	1,604	1,036,421	8	-	654 66	339	248	8	31	301	2	10
Lakeville,	1,159	482,733	11	1,000 00	150 00	243	185	9	26	204	1	22
Marion,	896	418,033	6	-	1,000 00	221	149	3	48	182	-	8
Marshfield,	1,659	767,716	10	-	60 00	320	248	4	36	267	-	18
Mattapoisett,	1,361	535,148	6	-	655 08	293	205	4	49	299	1	10
Middleborough,	4,087	2,159,770	23	1,075 00	-	850	593	10	50	905	2	37
N. Bridgewater,	8,007	3,543,719	33	42,796 00	375 64	1,676	1,198	35	180	1,719	3	35
Pembroke,	1,447	566,120	9	1,472 08	100 00	273	210	7	32	262	1	10
Plymouth,	6,239	3,223,800	29	3,000 00	-	1,122	902	10	75	1,133	3	34
Plympton,	803	292,459	6	-	550 00	174	131	4	23	178	1	8
Rochester,	1,024	496,520	7	-	22 27	208	121	10	20	173	-	10
Scituate,	2,350	1,047,447	11	-	168 54	479	358	-	-	487	-	16
South Scituate,	1,661	852,632	7	-	289 11	260	207	5	15	304	2	9



Wareham, . . .	3,098	\$998,950	14	-	\$3 00	525	445	21	56	656	6	17
W. Bridgewater, .	1,803	765,338	9	-	67 52	406	279	9	36	377	5	15
Total, . . .	65,365	\$80,751,063	313	\$78,671 42	\$9,165 53	12,837	9,600	253	1,015	12,776	60	404

## SUFFOLK COUNTY.

Boston, . . .	250,526	\$612,663,550	376	\$90,024 35	\$123,180 44	36,029	33,343	-	2,209	45,970	102	817
Chelsea, . . .	18,547	13,344,940	57	-	2,500 00	3,076	2,689	-	218	3,179	3	61
Revere, . . .	1,197	1,063,500	4	349 22	1,507 75	252	154	1	24	242	-	5
Winthrop, . . .	532	604,584	4	-	30 00	133	93	1	19	121	-	4
Total, . . .	270,802	\$627,576,574	441	\$90,373 57	\$127,218 19	39,490	36,279	2	2,470	49,512	105	887

PLYMOUTH COUNTY—CONTINUED.

TOWNS.	Aggregate Length of Public Schools for the year, in Months and Days.	Average Length, as returned by Committee.	Average Wages of Teachers per month, including the Value of Board.		Raised by Taxes for Schools, including wages of Teachers, fuel, care of board, rent, school-rooms, for the school-year 1871-72.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expenses of Superintendence and printing School Reports.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.	Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs.
			Males.	Females.							
Abington, . . . . .	348	8-14	\$79 64	\$28 00	\$14,000 00	—	\$772 50	—	\$3,800 00	—	\$534 12
Bridgewater, . . . . .	161-8	8-19	78 00	36 21	8,000 00	\$600 00	298 59	—	\$248 00	—	—
Carver, . . . . .	42	6	37 24	34 50	1,200 00	—	117 75	—	1,000 00	—	79 65
Duxbury, . . . . .	93-18	9-8	—	31 10	3,000 00	—	218 60	—	22,780 00	1,600 00	193 28
E. Bridgewater, . . . . .	117-15	9-3	100 00	31 30	5,600 00	—	100 00	—	—	—	—
Halifax, . . . . .	39-15	7-19	—	26 00	1,000 00	—	65 00	\$40 00	—	—	—
Hanover, . . . . .	79	8-16	57 66	28 00	2,700 00	93 00	86 00	—	2,000 00	120 00	123 93
Hanson, . . . . .	59-10	8-10	40 00	25 40	1,500 00	—	98 00	—	—	—	—
Hingham, . . . . .	142-16	10	70 84	35 42	10,705 02	—	450 00	—	33,000 00	2,400 00	—
Hull, . . . . .	9	9	50 00	36 00	350 00	—	22 00	—	—	—	—
Kingston, . . . . .	75-15	9-10	84 21	32 32	2,981 69	—	269 00	225 00	—	—	251 89
Lakeville, . . . . .	66	6	30 00	24 50	1,758 00	—	75 00	—	—	—	—
Marion, . . . . .	37-5	6-5	—	28 34	1,000 00	—	61 00	50 00	—	—	—
Marshfield, . . . . .	80-15	8-13	—	29 93	2,300 00	—	105 00	—	—	—	62 22
Mattapoisett, . . . . .	36	6	39 50	28 07	1,300 00	—	40 50	—	11,552 00	640 00	133 11
Middleborough, . . . . .	196	8-10	68 00	30 41	7,000 00	—	325 00	—	20,900 00	1,600 00	—
N. Bridgewater, . . . . .	290	9-13	84 00	38 44	15,200 00	—	500 00	—	300 00	18 00	—
Pembroke, . . . . .	65	7-5	44 00	29 08	1,800 00	—	122 59	—	—	—	—
Plymouth, . . . . .	290	10	103 33	35 69	14,660 00	—	537 00	500 00	—	—	—
Plympton, . . . . .	41	6-17	35 00	24 82	1,000 00	—	76 65	—	—	—	43 35
Rochester, . . . . .	47-17	6-17	—	25 47	1,200 00	—	58 00	50 00	—	—	84 42
Scituate, . . . . .	99	9	—	29 72	2,800 00	108 00	125 00	100 00	—	—	110 00
South Scituate, . . . . .	64-5	9-4	41 55	32 83	2,000 00	126 00	130 00	—	—	—	131 80

## SCHOOL RETURNS.

xlvi

Wareham, . . .	120-8	8-12	\$65 50	\$29 50	\$5,000 00	-	\$150 00	-	-	-	-
W. Bridgewater, . .	71-5	7-19	61 25	34 00	3,000 00	-	119 00	\$84 00	\$80,000 00	\$5,600 00	\$153 99
Total, . . .	8-11	-	\$61 57	\$30 60	\$111,054 71	\$927 00	\$4,922 18	\$1,049 00	\$175,332 00	\$12,226 00	\$1,901 76

## SUFFOLK COUNTY—CONTINUED.

Boston, . . .	3,897-9	10-8	\$246 20	\$74 80	\$1,002,500 00	-	\$6,666 00	\$4,500 00	\$7,200 00	\$502 29	\$10,098 00
Chelsea, . . .	570	10	230 00	46 00	54,866 00	-	1,250 00	-	-	-	-
Revere, . . .	42-5	10-13	-	42 63	2,500 00	-	80 50	-	-	-	66 30
Winthrop, . . .	33-15	8-8	-	36 00	1,400 00	\$125 00	37 00	-	-	-	-
Total, . . .	10-6	-	\$238 10	\$49 86	\$1,061,266 00	\$125 00	\$8,033 50	\$4,500 00	\$7,200 00	\$502 29	\$10,164 30

## PLYMOUTH COUNTY—CONCLUDED.

[illegible]

# SCHOOL RETURNS.

xlix

Wareham, . . .	1	Taxation,	10	\$1,065 00	-	-	-	2	35	\$100 00	\$225 05	-
W. Bridgewater, . .	-	-	-	-	-	-	-	-	-	-	175 43	\$18 00
Total, . . .	15	-	-	\$15,377 50	5	172	\$3,500 00	22	479	\$4,804 00	\$4,797 72	\$124 60

## SUFFOLK COUNTY—CONCLUDED.

Boston, . . .	5	Taxation,	10-2*	\$4,000 00*	12	1,032	\$51,475 00	97	3,437	\$238,631 00	\$9,363 24	\$8,145 85
Chelsea, . . .	1	Taxation,	10	2,500 00	-	-	-	6	100	4,000 00	-	-
Revere, . . .	-	-	-	-	-	-	-	-	-	-	138 20	34 55
Winthrop, . . .	-	-	-	-	-	-	-	-	-	-	124 80	-
Total, . . .	6	-	-	\$22,500 00	12	1,032	\$51,475 00	103	3,537	\$242,631 00	\$9,626 24	\$8,180 40

\* Each.

## BOARD OF EDUCATION.

## WORCESTER COUNTY.

T O W N S.	Population—U. S. Cen- sus, 1870.	Valuation—1871.	No. of Schools.	Amount expended in 1871 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1871.	Number of different Scholars in Public Schools during the School-year.	Avg. attendance in all the Public Schools during the School- year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1871.	No. of different persons employ- ed as Teachers in Pub. Schools.	
											Males.	Fem.
Ashburnham,	2,172	\$976,258	14	—	\$100 00	449	336	6	47	427	3	16
Athol,	3,517	2,341,435	16	\$1,100 00	750 00	605	474	6	48	585	3	21
Auburn,	1,178	509,605	6	—	50 37	203	147	3	37	204	—	7
Barre,	2,572	1,754,468	14	2,000 00	250 00	411	345	12	41	428	7	18
Berlin,	1,016	416,200	5	—	122 51	185	137	4	26	210	—	7
Blackstone,	5,421	2,142,215	18	58 89	94 59	1,132	749	16	79	1,140	7	21
Bolton,	1,014	534,221	8	—	51 56	212	178	11	40	170	3	8
Boylston,	800	516,900	6	—	75 00	196	145	4	51	126	2	7
Brookfield,	2,527	1,113,924	14	—	1,400 00	505	431	7	62	462	—	20
Charlton,	1,878	980,850	13	1,561 30	387 95	412	302	16	81	363	8	17
Clinton,	5,429	3,045,670	16	2,372 26	878 53	1,138	806	—	45	1,131	1	23
Dana,	758	271,869	6	—	30 00	146	107	7	28	119	2	9
Douglas,	2,182	952,727	11	—	—	396	303	32	49	410	1	17
Dudley,	2,388	975,009	13	—	—	539	292	15	24	659	5	18
Fitchburg,	11,260	11,067,361	38	—	2,874 00	1,977	1,621	27	160	2,113	5	55
Gardner,	3,333	1,799,249	14	—	1,794 67	647	475	7	93	650	1	18
Grafton,	4,594	1,704,500	19	—	1,631 90	743	609	27	74	965	2	30
Hardwick,	2,219	1,935,330	12	—	—	464	295	14	55	404	4	13
Harvard,	1,341	909,509	10	—	—	302	221	5	74	229	7	15
Holden,	2,062	963,155	13	—	—	458	267	9	76	397	3	19
Hubbardston,	1,654	913,847	11	—	—	325	222	4	75	281	6	13
Lancaster,	1,845	2,185,885	13	—	321 75	297	230	8	34	320	—	17
Leicester,	2,768	1,888,840	13	4,005 00	3,678 76	495	422	7	41	477	1	17
Leominster,	3,894	2,325,673	17	7,402 37	102 03	740	584	14	135	654	3	22
Lunenburg,	1,121	695,774	8	—	63 75	188	162	6	30	152	—	12

# SCHOOL RETURNS.

li

Mendon, . . .	1,175	\$641,254	8	—	—	\$38 97	275	191	12	40	228	3	9
Millford, . . .	9,890	4,794,496	27	\$5,163 90	980 30	2,427	1,813	514	—	20	2,455	2	44
Millbury, . . .	4,397	1,923,622	16	3,650 00	481 04	780	514	514	7	68	750	1	20
New Braintree, . . .	640	590,430	5	—	15 00	137	91	91	2	20	131	1	8
Northborough, . . .	1,504	1,210,017	7	—	93 51	250	212	212	8	52	262	1	10
Northbridge, . . .	3,774	1,635,682	13	—	403 41	746	519	519	6	30	752	1	19
North Brookfield, . . .	3,343	1,708,310	15	6,800 00	800 00	926	448	448	8	75	720	—	22
Oakham, . . .	860	377,256	7	—	40 33	216	147	147	6	34	171	2	9
Oxford, . . .	2,669	1,233,355	12	—	104 56	632	365	365	15	66	551	3	19
Paxton, . . .	646	333,450	6	—	295 00	171	121	121	4	31	113	1	11
Petersham, . . .	1,335	732,370	11	—	93 00	298	185	185	6	51	240	4	13
Phillipston, . . .	693	289,018	7	1,450 00	290 00	182	129	129	5	30	154	1	12
Princeton, . . .	1,279	896,357	10	—	50 00	308	154	154	7	53	250	4	16
Royalston, . . .	1,354	726,189	10	8,958 31	—	276	229	229	16	27	233	3	15
Rutland, . . .	1,024	513,428	10	2,064 00	678 82	278	185	185	10	42	229	3	12
Shrewsbury, . . .	1,610	1,081,100	9	—	2,015 00	295	224	224	10	52	296	4	12
Southborough, . . .	2,135	1,371,818	10	—	303 70	481	279	279	7	58	427	3	16
Southbridge, . . .	5,208	2,383,180	19	3,200 00	1,500 00	972	552	552	19	60	1,216	2	28
Spencer, . . .	3,952	2,223,740	18	—	1,293 20	1,139*	573	573	14	79	837	1	27
Sterling, . . .	1,670	1,108,733	12	1,924 87	—	426	247	247	6	77	314	4	16
Sturbridge, . . .	2,101	992,537	15	—	200 00	440	239	239	18	36	386	1	20
Sutton, . . .	2,699	1,205,451	16	—	—	482	336	336	26	58	684	5	22
Templeton, . . .	2,802	1,099,764	14	—	—	527	423	423	13	112	474	2	15
Upton, . . .	1,989	814,488	11	—	1,166 90	715 33	317	317	4	34	374	3	16
Uxbridge, . . .	3,058	1,698,450	17	3,700 00	715 33	762	462	462	22	76	621	3	18
Warren, . . .	2,625	1,427,625	13	—	500 00	490	366	366	6	48	484	2	15
Webster, . . .	4,763	1,700,662	12	—	100 00	715	455	455	7	45	872	1	15
Westborough, . . .	3,601	1,994,024	16	—	600 00	659	540	540	10	57	705	3	26
West Boylston, . . .	2,862	1,021,170	11	—	599 20	683	401	401	13	83	649	1	17
West Brookfield, . . .	1,842	781,800	10	7,542 97	716 08	401	293	293	6	50	381	—	15
Westminster, . . .	1,770	850,442	11	—	250 00	285	251	251	10	108	346	1	16
Winchendon, . . .	3,398	1,884,000	17	—	700 00	750	506	506	14	81	717	1	19
Worcester, . . .	41,107	38,141,250	142	93,254 52	7,363 07	9,989	7,064	7,064	—	648	8,297	19	171
Total, . . .	192,718	\$121,905,942	865	\$156,208 39	\$37,043 79	40,975	28,690	28,690	584	3,906	38,425	160	1,163

\* Probably too large by error in the committee's return.

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

T O W N S .	Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per month, including the Value of Board.		Raised by Taxes for Schools, including wages of teachers, fuel, care of board, and school-rooms for the school-year 1871-72.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of Superintendence and printing School Reports.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools	Income from Local School Funds.	Income of Funds, appropriated to the Public Schools at the option of the Town, including Tax on dogs.
			Males.	Females.							
Ashburnham,	75-18	5-8	\$66 67	\$32 81	\$3,000 00	\$4 00	\$150 00	\$500 00	—	—	\$112 00
Athol, .	122-5	7-18	57 33	32 52	5,025 00	—	560 00	—	—	—	239 77
Auburn, .	36	6	—	34 00	1,200 00	—	80 00	—	—	—	—
Barre, .	106-10	7-14	53 00	33 00	4,250 00	—	196 25	—	—	—	169 00
Berlin, .	34-10	6-18	—	32 00	1,000 00	—	87 00	—	\$2,000 00	\$120 00	—
Blackstone,	155-15	8-13	59 39	31 96	6,500 00	—	164 74	—	—	—	530 40
Bolton, .	52-15	6-11	80 00	25 45	1,200 00	—	108 25	—	12,000 00	900 00	—
Boylston,	32-11	5-19	56 40	30 87	1,200 00	—	90 00	—	—	—	—
Brookfield,	101-5	7-13	—	45 47	4,100 00	—	31 00	—	2,000 00	140 00	200 00
Charlton,	97-10	7-10	44 69	30 82	3,696 82	—	149 00	—	—	—	—
Clinton,	148-7	9-6	165 80	39 14	9,068 34	—	268 10	—	—	—	—
Dana, .	36-10	6-2	31 00	26 88	1,000 00	—	83 95	—	—	—	58 33
Douglas,	78-15	7-3	100 00	31 83	3,500 00	—	117 00	—	941 29	56 48	173 25
Dudley,	107-10	8-10	40 00	32 00	4,500 00	—	200 00	—	6,000 00	420 00	94 00
Fitchburg,	332-15	8-15	120 00	37 90	24,000 00	—	1,005 14	—	—	—	—
Gardner,	107-10	7-13	120 00	34 87	4,500 00	—	180 00	—	1,000 00	60 00	—
Grafton,	144-5	8	127 50	35 00	6,800 00	—	513 00	—	1,000 00	67 01	—
Hardwick,	83-10	6-19	42 00	31 81	3,000 00	—	224 00	—	—	—	156 28
Harvard,	60-15	6	46 00	31 00	2,400 00	—	155 00	—	—	—	—
Holden,	97	7-13	47 00	28 63	3,000 00	—	90 00	—	3,366 67	202 00	200 16
Hubbardston,	66	6	44 66	35 77	2,000 00	—	300 00	—	1,200 00	72 00	11 00
Lancaster,	96-5	7-8	—	31 60	3,300 00	—	102 86	—	1,000 00	50 00	—
Leicester,	107	8-4	150 00	37 08	5,279 00	70 00	182 00	—	20,000 00	1,300 00	—
Leominster,	132-10	7-16	95 00	38 39	6,540 54	—	354 00	—	11,433 33	638 63	—
Lunenburg,	47-5	5-18	—	36 35	1,905 61	—	210 00	—	—	—	93 66



## SCHOOL RETURNS.

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	51-10	6-9	\$48 34	\$29 17	\$1,700 00	-	\$66 00	\$30 00	-	\$733 33	\$44 00	\$147 14
Mendon, . . .	243-15	9	180 13	37 80	18,000 00	-	485 00	-	-	-	-	599 96
Millford, . . .	137-10	8-6	120 00	34 00	6,200 00	-	272 95	-	-	-	-	-
Millbury, . . .	30	6	50 00	34 00	1,550 00	-	110 00	-	-	-	-	-
New Braintree, . . .	39	8-9	100 00	38 00	3,300 00	-	80 00	-	-	-	-	-
Northborough, . . .	117	9	120 00	39 02	5,750 00	-	150 00	-	-	-	-	196 88
Northbridge, . . .	110-5	7-7	-	42 67	5,000 00	-	357 33	-	-	-	-	329 68
North Brookfield, . . .	42	6	35 14	26 45	1,200 00	-	98 60	-	-	-	-	88 84
Oakham, . . .	102-2	8-12	77 17	33 24	4,500 00	-	192 75	-	-	-	-	-
Oxford, . . .	36	6	80 00	32 20	1,200 00	-	70 00	-	-	§733 33	§44 00	129 00
Paxton, . . .	79-15	7-5	30 40	25 00	2,000 00	-	166 76	-	-	-	-	145 41
Petersham, . . .	38	6	55 00	27 96	975 00	-	39 00	-	-	-	-	-
Phillipston, . . .	60	6	57 38	28 86	1,700 00	-	124 00	-	-	-	-	-
Princeton, . . .	60	6	49 00	25 35	1,000 00	-	128 90	-	-	5,000 00	523 84	226 74
Royalston, . . .	57	5-14	40 67	31 56	2,073 95	-	115 35	-	-	-	-	-
Rutland, . . .	68-18	7-5	56 14	35 24	2,800 00	-	200 00	-	-	-	-	194 81
Shrewsbury, . . .	86-10	8-13	97 50	36 22	4,500 00	§60 00	400 00	-	-	-	-	-
Southborough, . . .	152-10	8-5	114 34	35 26	7,900 00	-	312 00	-	-	-	-	-
Southbridge, . . .	152-9	8-10	110 00	33 08	5,200 00	-	172 10	-	-	-	-	-
Spencer, . . .	87-5	7-2	47 50	31 21	3,000 00	-	155 00	-	-	-	-	-
Sterling, . . .	96-15	6-9	32 00	26 73	3,500 00	30 00	160 00	160 00	1,900 00	114 00	155 74	131 25
Sturbridge, . . .	102-2	6-8	48 70	32 13	3,500 00	-	169 23	-	-	-	-	-
Sutton, . . .	87	6-5	72 33	32 62	3,800 00	-	110 00	-	-	-	-	-
Templeton, . . .	79-3	6-14	72 60	32 50	3,234 67	-	235 00	-	-	-	-	538 00
Upton, . . .	128-5	7-11	60 00	32 94	5,000 00	-	178 00	-	-	-	-	278 00
Uxbridge, . . .	108-8	8-6	80 00	37 86	4,500 00	-	325 00	-	-	-	-	-
Warren, . . .	100-3	8-1	120 00	37 83	5,200 00	-	400 00	-	-	-	-	-
Webster, . . .	118-10	7-2	100 00	40 00	7,792 89	-	230 00	-	-	-	-	-
Westborough, . . .	82-10	7-10	40 00	33 10	3,300 00	75 00	76 50	-	-	-	-	210 82
West Boylston, . . .	65-6	7-5	-	36 20	2,500 00	-	97 00	-	-	-	-	216 00
West Brookfield, . . .	67-10	6-5	36 00	38 00	2,800 00	-	250 50	-	-	-	-	-
Westminster, . . .	109	6-8	120 00	33 00	5,200 00	-	4,458 50	-	-	-	-	-
Winchendon, . . .	1248	10-5	140 56	53 28	104,312 89	-	-	2,500 00	-	-	-	-
Worcester, . . .												
Total, . . .	7-13	-	\$76 21	\$33 78	\$346,154 71	\$239 00	\$16,170 96	\$3,130 00	\$69,574 62	\$4,707 96	\$5,626 12	



## SCHOOL RETURNS.

lv

	1	Taxation,	5-10	\$467 50	-	-	2	39	\$37 00	\$148 20	-
Mendon, . . . . .	1	Taxation, 10	5-10	\$467 50	-	-	1	18	500 00	579 37	\$350 00
Millbury, . . . . .	1	Taxation, 10	10	1,800 00	-	-	1	-	-	294 07	-
Millbury, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	-	-	126 60	-
New Braintree, . . . . .	1	Taxation, 10	10	1,000 00	-	-	1	4	900 00	156 63	65 12
Northborough, . . . . .	1	Taxation, 9-15	9-15	1,200 00	-	-	1	-	-	260 46	-
Northbridge, . . . . .	1	Taxation, 9-5	9-5	1,000 00	-	-	3	10	250 00	257 25	-
North Brookfield, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	-	-	130 80	9 00
Oakham, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	-	-	209 64	52 41
Oxford, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	-	-	124 00	-
Paxton, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	25	800 00	147 60	12 00
Petersham, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	50	130 00	-	-
Phillipston, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	27	104 00	147 40	75 00
Princeton, . . . . .	1	Taxation, 10	10	1,200 00	-	-	2	36	170 00	148 60	24 34
Royalston, . . . . .	1	Taxation, 10	10	1,200 00	-	-	3	45	150 00	148 00	-
Rutland, . . . . .	1	Taxation, 10	10	1,200 00	-	-	2	45	150 00	148 00	-
Shrewsbury, . . . . .	1	Taxation, 10	10	1,200 00	-	-	3	28	700 00	157 00	-
Southborough, . . . . .	1	Taxation, 10	10	1,200 00	-	-	3	28	700 00	192 84	-
Southbridge, . . . . .	1	Taxation, 10	10	1,250 00	-	-	1	100	600 00	332 30	83 07
Spencer, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	-	-	261 86	-
Sterling, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	-	-	159 63	23 60
Sturbridge, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	-	-	162 82	-
Sutton, . . . . .	1	Taxation, 10	10	1,200 00	-	-	2	165	375 00	-	-
Templeton, . . . . .	1	Taxation, 10	10	1,000 00	-	-	2	45	92 50	198 44	49 61
Upton, . . . . .	1	Taxation, 10	10	1,200 00	-	-	2	45	92 50	170 83	-
Uxbridge, . . . . .	1	Taxation, 10	10	1,000 00	-	-	1	25	50 00	229 65	64 13
Warren, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	-	-	178 24	125 00
Webster, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	-	-	279 26	55 00
Westborough, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	-	-	236 25	-
West Boylston, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	25	50 00	210 04	-
West Brookfield, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	-	-	174 23	-
Westminster, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	-	-	157 62	9 00
Winchendon, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	-	-	224 04	-
Worcester, . . . . .	1	Taxation, 10	10	1,200 00	-	-	1	-	-	1,604 44	-
Total, . . . . .	35	-	-	\$39,777 50	6	287	39	1,121	\$26,792 50	\$12,836 59	\$1,428 53

## RECAPITULATION.

COUNTIES.	Population—U. S. Census, 1870.	Valuation—1871.	No. of Schools.	Amount expended in 1871 for Erecting School-Houses.	Amount paid for Re-pairing, &c., in 1871.	Number of different Schools during the School-year.	Avg. attendance in all the Public Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1871.
Barnstable, . .	32,774	\$13,839,612	176	\$23,052 12	\$6,096 64	7,250	5,247	92	1,522	6,516
Berkshire, . .	64,826	38,746,155	326	22,794 89	22,960 92	13,632	8,937	361	1,210	13,386
Bristol, . .	102,886	86,241,440	346	139,047 49	21,701 64	20,673	13,666	221	1,509	19,837
Dukes, . .	3,787	2,331,883	22	—	355 00	773	621	7	89	807
Essex, . .	200,843	141,015,586	591	158,843 02	46,062 66	35,638	25,928	135	2,429	39,798
Franklin, . .	32,635	14,838,594	234	21,284 04	11,214 82	6,819	4,812	184	966	6,374
Hampden, . .	78,409	55,358,654	346	96,296 95	12,451 07	14,708	9,802	233	1,150	14,325
Hampshire, . .	44,388	25,504,050	273	15,686 96	6,891 94	9,768	7,064	183	1,198	8,642
Middlesex, . .	274,353	251,556,838	866	465,498 58	81,735 38	55,032	40,743	381	4,512	53,537
Nantucket, . .	4,123	1,822,428	11	—	2,300 00	551	411	4	40	612
Norfolk, . .	89,443	85,762,867	383	60,510 79	17,330 82	18,456	13,452	185	1,195	17,938
Plymouth, . .	65,365	30,751,063	313	78,671 42	9,165 53	12,837	9,600	253	1,015	12,776
Suffolk, . .	270,802	627,676,574	441	90,373 57	127,218 19	39,490	36,279	2	2,470	49,512
Worcester, . .	192,718	121,905,942	865	156,208 39	37,043 79	40,975	28,690	584	3,906	38,425
Total, . .	1,457,352	\$1,497,351,686	5,193	\$1,328,268 22	\$402,528 40	276,602	205,252	2,825	23,211	282,485

# SCHOOL RETURNS.

lvii

## RECAPITULATION—CONTINUED.

COUNTIES.	No. of different persons employed as Teachers in Pub. Schools.		Ave Length of Public Schools for the Year, in Months and Days.	Average Wages of Teachers per month, including the Value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1871-72.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expenses of Superintending School Reports.	Aggregate Salaries of Superintendents of Public Schools.	Amt of School Funds the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.
	Males.	Fem.		Males.	Females.						
Barnstable, .	71	177	7-10	\$60 62	\$28 71	\$58,850 00	\$175 00	\$2,206 80	\$225 00	\$31,096 71	\$2,205 80
Berkshire, .	80	432	7-14	49 35	28 30	97,328 64	3,314 00	3,507 40	1,350 00	22,004 36	1,439 92
Bristol, .	57	486	8-14	67 20	33 38	202,327 05	1,316 66	7,887 72	6,122 50	80,300 00	5,115 00
Dukes, .	11	20	6-8	48 94	23 55	5,250 00	—	389 56	—	—	—
Essex, .	107	808	9-9	96 37	36 19	402,577 51	975 00	15,056 74	7,280 00	274,204 00	15,632 84
Franklin, .	42	307	6-14	43 24	26 97	49,094 25	3,084 00	2,465 24	—	33,544 83	2,783 42
Hampden, .	42	490	8-9	66 04	30 32	165,352 77	1,538 71	6,123 04	4,650 00	177,474 02	8,748 49
Hampshire, .	42	375	7-7	58 64	29 82	81,475 00	2,134 00	6,940 13	3,745 00	135,496 84	9,748 64
Middlesex, .	154	1,333	8-18	114 15	38 41	766,511 99	362 00	26,452 42	15,289 50	164,166 11	11,183 57
Nantucket, .	4	17	10-18	105 00	25 46	7,000 00	—	120 00	—	34,000 00	2,000 00
Norfolk, .	89	460	9-8	105 87	38 16	240,438 75	555 00	9,458 61	350 00	156,780 12	11,358 00
Plymouth, .	60	404	8-11	61 57	30 60	111,054 71	927 00	4,922 18	1,049 00	175,332 00	12,226 00
Suffolk, .	105	887	10-6	238 10	49 86	1,061,266 00	125 00	8,033 50	4,500 00	7,200 00	502 29
Worcester, .	160	1,163	7-13	76 21	33 78	346,154 71	239 00	16,170 96	3,190 00	69,574 62	4,707 96
Total, .	1,024	7,419	8-8	\$85 09	\$32 39	\$3,594,686 38	\$14,745 37	\$109,734 30	\$47,751 00	1,361,173 61	\$87,651 93

## RECAPITULATION—CONCLUDED.

COUNTIES.	Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs.	HIGH SCHOOLS.		INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Amount of the State School Fund rec'd in 1872.	How much of said Fund was used for apparatus and books of reference.
		Number.	Aggregate paid for Salaries of Principals.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.		
Barnstable, .	\$294 36	9	\$7,056 25	2	67	\$253 50	24	277	\$2,043 00	\$2,454 11	\$259 05
Berkshire, .	1,554 29	10	12,683 75	2	55	1,600 00	18	366	12,974 00	5,580 17	116 08
Bristol, .	1,683 05	10	10,730 00	3	212	14,200 00	30	511	7,985 00	5,871 65	1,318 91
Dukes, .	45 13	1	500 00	1	82	300 00	5	145	635 00	652 45	-
Essex, .	6,143 39	20	29,710 00	7	455	22,850 00	62	3,387	41,450 00	11,114 63	438 91
Franklin, .	914 37	6	5,207 50	4	100	1,245 00	20	405	5,975 00	3,629 59	150 10
Hampden, .	3,064 59	10	14,525 00	2	599	12,202 57	30	727	3,121 25	4,809 60	375 90
Hampshire, .	1,622 91	9	7,428 00	4	479	10,105 00	15	177	3,382 50	4,033 64	646 03
Middlesex, .	2,683 73	38	54,550 80	8	496	27,356 00	62	1,904	45,368 25	15,845 93	1,070 72
Nantucket, .	-	1	1,800 00	1	110	440 00	1	20	200 00	231 04	-
Norfolk, .	3,264 51	21	28,552 50	1	119	6,113 66	32	631	25,825 00	5,873 03	128 52
Plymouth, .	1,901 76	15	15,377 50	5	172	3,500 00	22	479	4,804 00	4,797 72	124 60
Suffolk, .	10,164 30	6	22,500 00	12	1,032	51,475 00	103	3,537	242,631 00	9,626 24	8,180 40
Worcester, .	5,626 12	35	39,777 50	6	287	23,545 00	39	1,121	26,792 50	12,836 59	1,428 53
Total, .	\$38,962 51	191	\$250,398 80	58	4,265	\$175,185 73	463	13,687	\$123,186 50	\$87,356 39	\$14,237 75

## EVENING SCHOOLS.

CITIES AND TOWNS.	ATTENDANCE.			Time Kept.	No. of Teachers.	Expense.
	Males.	Females.	Average.			
Brighton, . . .	25	2	18	19 weeks,	2	\$400 00
Brookline, . . .	54	27	38	6 months,	3	514 48
Boston, . . .	870	338	1,196	6 "	90	19,113 00
Cambridge, . . .	167	110	135	4 "	14	2,718 16
Canton, . . .	76	109	88	133 sessions,	5	512 50
Charlestown, . . .	210	143	208	3½ months,	10	1,569 16
Chelsea, . . .	75	65	30	6 "	3	600 00
Clarksburg, . . .	14	7	17	6 weeks,	1	-
Concord, . . .	15	15	22	37 evenings,	2	96 60
Dedham, . . .	54	36	67	24 "	-	420 00
Fall River, . . .	312	146	214	15 weeks,	11	-
Groveland, . . .	24	16	37	6 months,	1	500 00
Haverhill, . . .	139	47	110	3 "	6	1,000 00
Kingston, . . .	-	-	25	12 lessons,	1	24 00
Lawrence, . . .	293	300	247	5 months,	16	1,000 00
Lowell, . . .	821	300	334	49 evenings,	29	1,603 32
Lynn, . . .	611	407	509	59 "	58	3,894 50
Medford, . . .	47	10	17	13 weeks,	2	472 71
Middleton, . . .	15	-	-	12 "	-	23 00
New Bedford, . . .	177	56	85	5 mos. 2 w.,	7	950 00
Newburyport, . . .	40	45	35	15 weeks,	10	300 00
Newton, . . .	58	-	43	3 months,	9	526 75
Northampton, . . .	120	45	107	5½ "	7	900 00
Pittsfield, . . .	232	104	198	20 weeks,	7	1,760 26
Quincy, . . .	178	23	111	30 evenings,	10	735 66
Richmond, . . .	-	-	-	4 months,	1	50 00
Salem, . . .	215	74	87	4 mos. 5 ds.,	5	1,103 58
Springfield, . . .	170	87	108	8½ months,	7	410 00
Stoneham, . . .	60	43	45	15 weeks,	3	235 00
Taunton, . . .	111	47	93	3 months,	8	-
Watertown, . . .	34	41	71	3 "	3	340 00
West Boylston, . . .	125	66	111	48 evenings,	3	250 00
Westfield, . . .	58	26	58	38 "	5	160 00
West Roxbury, . . .	70	30	35	5 months,	4	750 00
Williamstown, . . .	27	13	38	4 "	2	67 00
Woburn, . . .	92	33	65	12 weeks,	4	400 00
Worcester, . . .	732	501	398	6 months,	11	3,225 00
37 cities and towns,	6,321	3,312	5,000	-	360	\$46,624 68

## BOARD OF EDUCATION.

## RETURNS OF SCHOOLS IN STATE INSTITUTIONS, FOR THE YEAR ENDING AUGUST 31, 1872.

STATE INSTITUTIONS.	Number of Schools in the Institution.	Number of different Scholars of all ages during the year.	Average attendance during the year.	No. under 5 yrs. of age attending School.	No. over 15 yrs. of age attending School.	No. between 5 and 15 years of age remaining in the Institution, August 31, 1872.	Number of Teachers during the year.		Wages of Teachers per month.		Length of each School in Months.
							Males.	Females.	Males.	Females.	
State Primary School at Monson, .	6	540	344	16	22	320	1	12	\$55 00	\$21 00	12
State Industrial School at Lancaster, .	5	176	123	—	98	25	—	5	—	20 84	12
State Reform School at Westborough, .	7	432	268	—	228	130	2	5	{ 700 00 500 00 }	{ *300 00 250 00 }	12

\* Four at \$300 per annum.



## GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1871-72, also its rank in a similar scale for 1870-71. It presents the sum appropriated to each child between 5 and 15.

## GRADUATED TABLES—FIRST SERIES.

[FOR THE STATE.]

*Table showing the comparative amount of Money appropriated by the different Towns in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.\**

		TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
For 1870-71.	For 1871-72.							
8	1	WEST ROXBURY, .	\$25 39.6	\$40,050 00	—	—	1,577	—
12	2	Medford, .	24 90	27,166 32	—	—	1,091	—
3	3	Belmont, .	24 79.1	7,362 98	—	—	297	—
1	4	Brookline, .	23 86.4	28,731 66	—	—	1,204	—
10	5	Nahant, .	22 98.8	2,000 00	—	—	87	—
2	6	Newton, .	22 48.8	54,523 44	\$617 44	55,140 88	2,452	—
7	7	Boston, .	22 02.7	1,002,500 00	—	—	45,970	—
4	8	Milton, .	20 91.3	11,000 00	—	—	526	—
32	9	Malden, .	20 68.7	29,500 00	—	—	1,426	—
13	10	Arlington, .	19 78.2	13,471 71	—	—	681	—
5	11	Lexington, .	19 28.4	7,000 00	—	—	363	—
17	12	Watertown, .	18 60.5	16,372 29	—	—	880	—
6	13	Brighton, .	18 50.9	16,103 00	—	—	870	—
11	14	Waltham, .	18 31.1	27,099 00	—	—	1,480	—
15	15	Springfield, .	18 01.7	75,077 77	—	—	4,167	—
37	16	Melrose, .	17 55.9	11,224 10	312 31	11,536 41	657	—
—	17	Chelsea, .	17 25.9	54,866 00	—	—	3,179	—
18	18	Swampscott, .	16 44.4	6,000 00	—	—	365	—
20	19	Winchester, .	16 37.3	9,300 00	—	—	565	—
16	20	Weston, .	16 20.1	3,159 25	—	—	195	—
52	21	Walpole, .	16 17.7	5,500 00	—	—	340	—
9	22	Somerville, .	15 86.4	44,800 60	—	—	2,824	—
19	23	Hyde Park, .	15 85.9	18,000 00	—	—	1,135	—
21	24	Charlestown, .	15 79.6	103,577 24	—	—	6,557	—
14	25	Frammingham, .	15 77.8	12,400 00	269 99	12,669 99	803	—
30	26	Lowell, .	15 64.6	97,270 10	—	—	6,217	—
51	27	Quincy, .	15 36.4	19,650 00	—	—	1,279	—
33	28	Peabody, .	15 01.2	21,500 00	417 49	21,917 49	1,460	—
59	29	Stoneham, .	14 93.2	12,095 00	—	—	810	—
156	30	Hingham, .	14 84.7	10,705 02	—	—	721	—

\* Compare the rank of towns in this Table with their rank in the next or Second Series of Tables, showing the percentage of taxable property appropriated for Schools.

## SCHOOL RETURNS.

lxiii

For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
25 31		New Bedford,	\$14 72.6	\$55,602 00	\$636 15	56,238 15	3,819	-
31 32		Dedham,	14 57.5	20,930 00	-	-	1,436	-
119 33		Barnstable,	14 35.4	12,000 00	-	-	836	-
29 34		Cambridge,	14 33.3	118,204 53	-	-	8,247	-
39 35		Concord,	14 28.6	6,000 00	-	-	420	-
201 36		Sudbury,	13 94.9	2,245 89	-	-	161	-
24 37		Everett,	13 91.7	7,000 00	-	-	503	-
23 38		Needham,	13 47.8	10,000 00	364 37	10,364 37	769	-
22 39		Westfield,	13 40.3	15,150 00	477 57	15,627 57	1,166	-
28 40		Andover,	13 31.5	10,000 00	-	-	751	-
53 41		Bradford,	13 21.7	5,300 00	-	-	401	-
54 42		Lunenburg,	13 15.3	1,905 61	93 66	1,999 37	152	-
44 43		Amherst,	13 03.7	8,500 00	169 34	8,669 34	665	-
38 44		Plymouth,	12 93.9	14,660 00	-	-	1,133	-
50 45		Lincoln,	12 87.9	1,700 00	-	-	132	-
92 46		South Hadley,	12 70.1	6,000 00	160 00	6,160 00	485	\$30 00
55 47		Northboro',	12 59.5	3,300 00	-	-	262	-
58 48		Belchertown,	12 57.6	5,000 00	105 90	5,105 90	406	-
35 49		Worcester,	12 57.2	104,312 89	-	-	8,297	-
62 50		Lenox,	12 54.5	3,500 00	-	-	279	-
41 51		Granby,	12 32	1,875 00	47 00	1,922 00	156	-
49 52		Bridgewater,	12 25.1	8,000 00	-	-	653	600 00
27 53		W. Springfild,	12 24.9	6,600 00	161 30	6,761 30	552	-
67 54		Fairhaven,	12 22.8	5,500 00	136 95	5,636 95	461	-
214 55		Wilmington,	12 16.7	1,775 00	53 00	1,825 00	150	40 00
301 56		Medfield,	12 16.4	2,000 00	92 13	2,092 13	172	-
40 57		Northampton,	12 03.5	24,300 00	-	-	2,019	72 00
46 58		Wellfleet,	12 02.1	5,000 00	48 97	5,048 97	420	-
42 59		Haverhill,	12 01.7	28,000 00	1,406 45	29,406 45	2,447	-
36 60		Reading,	11 96.6	7,000 00	-	-	585	275 00
163 61		Swansea,	11 92.6	2,921 99	-	-	245	-
47 62		Longmeadow,	11 87.8	3,000 00	147 73	3,147 73	265	15 15
45 63		New Braintree,	11 83.2	1,550 00	-	-	131	-
56 64		Winthrop,	11 57	1,400 00	-	-	121	125 00
101 65		Beverly,	11 45	15,000 00	-	-	1,310	-
43 66		Nantucket,	11 43.8	7,000 00	-	-	612	-
57 67		Greenfield,	11 43.3	7,500 00	-	-	656	100 00
81 68		Fitchburg,	11 35.8	24,000 00	-	-	2,113	-
129 69		Taunton,	11 24.6	37,000 00	-	-	3,290	800 00
71 70		Woburn,	11 20	21,000 00	-	-	1,875	-
74 71		Stockbridge,	11 19.4	4,500 00	-	-	402	-
48 72		N. Andover,	11 17.3	6,000 00	-	-	537	-
96 73		Sherborn,	11 12.1	2,000 00	57 33	2,057 33	185	-
73 74		Leicester,	11 06.7	5,279 00	-	-	477	70 00
60 75		Boxborough,	11 05.8	675 00	143 28	818 28	74	-
133 76		Westborough,	11 05.4	9,792 89	-	-	705	-
90 77		Southborough,	10 99.5	4,500 00	194 81	4,694 81	427	60 00
103 78		Manchester,	10 95.3	2,800 00	288 86	3,088 86	282	-
72 79		Chicopee,	10 89	20,175 00	702 06	20,877 06	1,917	-

For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
111	80	Lynn, . . .	\$10 87	\$69,722 04	-	-	6,414	-
63	81	Methuen, . .	10 81.1	6,000 00	-	-	555	-
68	82	Kingston, . .	10 74.3	2,981 69	\$251 89	\$3,233 58	301	-
66	83	Burlington, .	10 65.9	900 00	70 00	970 00	91	-
75	84	Wakefield, . .	10 63.8	8,000 00	-	-	752	-
239	85	Paxton, . . .	10 61.9	1,200 00	-	-	113	-
26	86	Revere, . . .	10 60.5	2,500 00	66 30	2,566 30	242	-
311	87	Stow, . . . .	10 59.4	1,950 00	84 00	2,034 00	192	-
70	88	Weymouth, . .	10 59.3	20,000 00	-	-	1,888	\$525 00
98	89	Lawrence, . .	10 51.4	49,905 00	1,151 85	51,056 85	4,856	-
132	90	Harvard, . . .	10 48	2,400 00	-	-	229	-
97	91	Barre, . . . .	10 32.5	4,250 00	169 00	4,419 00	428	-
34	92	Lancaster, . .	10 31.3	3,300 00	-	-	320	-
142	93	Bedford, . . .	10 24.3	1,600 00	100 46	1,700 46	166	-
82	94	Charlton, . . .	10 18.4	3,696 82	-	-	363	-
130	95	E. Bridgewater,	10 16.3	5,600 00	-	-	551	-
79	96	Wendell, . . .	10 12.7	800 00	-	-	79	-
77	97	Ashland, . . .	10 09	4,500 00	-	-	446	-
61	98	Leominster, . .	10 01	6,540 54	-	-	654	-
140	99	Halifax, . . .	10 00	1,000 00	-	-	100	-
135	100	Hull, . . . . .	10 00	350 00	-	-	35	-
134	101	Canton, . . . .	9 96.5	8,500 00	418 82	8,918 82	895	-
148	102	Ware, . . . . .	9 96.2	7,500 00	220 70	7,720 70	775	-
94	103	Wenham, . . . .	9 95.2	1,600 00	72 00	1,672 00	168	-
266	104	Orange, . . . .	9 95	4,000 00	-	-	402	21 00
105	105	Gloucester, . .	9 93.4	31,400 00	-	-	3,161	-
89	106	Greenwich, . .	9 90.1	1,000 00	-	-	101	-
113	107	Warren, . . . .	9 87.2	4,500 00	278 00	4,778 00	484	-
213	108	Shelburne, . . .	9 86.8	3,000 00	-	-	304	113 00
109	109	Salem, . . . . .	9 86	52,154 47	1,286 40	53,440 87	5,420	-
69	110	Westhampton, .	9 77.9	1,200 00	71 24	1,271 24	130	-
209	111	Randolph, . . .	9 77.7	13,277 09	-	-	1,358	-
64	112	Yarmouth, . . .	9 73.4	3,500 00	43 27	3,543 27	364	-
99	113	Provincetown, .	9 71.9	7,600 00	-	-	782	-
139	114	Acushnet, . . .	9 66.2	2,000 00	-	-	207	-
127	115	Cohasset, . . .	9 61.6	4,100 00	121 36	4,221 36	439	30 00
182	116	Boylston, . . .	9 52.4	1,200 00	-	-	126	-
118	117	Sunderland, . .	9 49.1	1,600 00	23 00	1,623 00	171	-
65	118	Montgomery, . .	9 48.9	650 00	42 71	692 71	73	90 00
104	119	Georgetown, . .	9 48.5	3,900 00	93 15	3,993 15	421	75 00
112	120	Orleans, . . . .	9 48.3	2,200 00	-	-	232	-
87	121	Newburyport, .	9 48	24,000 00	241 44	24,241 44	2,557	-
116	122	Shrewsbury, . .	9 45.9	2,800 00	-	-	296	-
122	123	Brookfield, . .	9 30.7	4,100 00	200 00	4,300 00	462	-
120	124	Holliston, . . .	9 30.2	6,000 00	-	-	645	-
95	125	Sheffield, . . .	9 29.7	3,340 00	127 83	3,467 83	373	604 00
85	126	Wrentham, . . .	9 29.7	3,700 00	223 32	3,923 32	422	-
91	127	Lynnfield, . . .	9 26.9	1,200 00	32 71	1,232 71	133	-
173	128	Franklin, . . .	9 24.9	4,800 00	-	-	519	-

## SCHOOL RETURNS.

lxv

For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
175	129	N. Reading, .	\$9 20.2	\$1,500 00	-	-	163	-
102	130	Dunstable, .	9 19.5	800 00	-	-	87	-
232	131	W. Newbury, .	9 13.3	3,827 00	-	-	419	-
143	132	Dighton, .	9 12.4	2,500 00	-	-	274	-
181	133	Marshfield, .	9 11.3	2,300 00	\$133 11	\$2,433 11	267	-
145	134	Wayland, .	9 10.9	2,000 00	104 16	2,104 16	231	-
93	135	Holyoke, .	9 07	19,000 00	-	-	2,095	-
221	136	Sturbridge, .	9 06.7	3,500 00	-	-	386	\$30 00
236	137	Sturbridge, .	9 05.7	2,073 95	-	-	229	-
231	138	Braintree, .	9 05.3	6,500 00	416 46	6,916 46	764	-
172	139	Fall River, .	9 03.4	53,000 00	-	-	5,867	-
174	140	Athol, .	8 99.9	5,025 00	239 77	5,264 77	585	-
107	141	Dalton, .	8 99.3	2,500 00	-	-	278	-
147	142	Hanover, .	8 99.3	2,700 00	123 93	2,823 93	314	93 00
115	143	Medway, .	8 98.8	6,000 00	219 79	6,219 79	692	-
176	144	Tewksbury, .	8 98.3	1,900 00	121 21	2,021 21	225	-
165	145	Townsend, .	8 97.1	3,400 00	-	-	379	27 00
108	146	Adams, .	8 96	22,000 00	-	-	2,456	-
80	147	Erving, .	8 96	1,000 00	155 90	1,155 90	125	24 00
146	148	Douglas, .	8 95.9	3,500 00	173 25	3,673 25	410	-
189	149	Ipswich, .	8 95.8	4,900 00	-	-	547	-
167	150	Uxbridge, .	8 91.8	5,000 00	538 00	5,538 00	621	-
242	151	Dana, .	8 89.3	1,000 00	58 33	1,058 33	119	-
123	152	N. Bridgew'r, .	8 88.9	15,200 00	-	-	1,710	-
126	153	Sandwich, .	8 88.9	6,400 00	-	-	720	-
225	154	Amesbury, .	8 88.6	7,600 00	300 00	7,900 00	889	-
215	155	Westford, .	8 87.5	2,500 00	153 72	2,653 72	299	-
194	156	Petersham, .	8 87.1	2,000 00	129 00	2,129 00	240	-
191	157	Boxford, .	8 84.9	1,200 00	198 20	1,398 20	158	-
243	158	Seekonk, .	8 82.3	1,500 00	-	-	170	28 00
199	159	Carlisle, .	8 79.1	800 00	-	-	91	-
161	160	Westport, .	8 73.8	4,500 00	-	-	515	-
157	161	Danvers, .	8 72.1	10,000 00	326 00	10,326 00	1,184	-
235	162	Sterling, .	8 72.1	3,000 00	-	-	344	-
268	163	Raynham, .	8 71.4	2,700 00	149 65	2,849 65	327	-
121	164	Norfolk, .	8 70	1,800 00	79 00	1,879 00	216	-
184	165	Pelham, .	8 69.6	1,000 00	-	-	115	16 00
76	166	Prescott, .	8 69.6	800 00	-	-	92	-
153	167	Saugus, .	8 67.7	4,000 00	-	-	461	-
317	168	Bernardston, .	8 67.1	1,500 00	-	-	173	25 00
241	169	Hatfield, .	8 65.4	2,700 00	-	-	312	-
178	170	Upton, .	8 64.9	3,234 67	-	-	374	-
106	171	Ashfield, .	8 62.1	1,500 00	-	-	174	529 00
159	172	Lakeville, .	8 61.8	1,758 00	-	-	204	-
84	173	Bellingham, .	8 60.2	1,500 00	340 87	1,840 87	214	-
207	174	Billerica, .	8 59.6	3,000 00	-	-	349	-
141	175	Easton, .	8 58.9	7,000 00	-	-	815	16 66
164	176	Berkley, .	8 57.1	1,200 00	-	-	140	-
86	177	Tyngsboro', .	8 53.7	1,050 00	-	-	123	-

For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
253	178	Newbury, .	\$8 53.2	\$1,500 00	\$69 86	\$1,569 86	184	-
128	179	Attleborough, .	8 47.5	11,500 00	-	-	1,357	\$405 00
100	180	New Salem, .	8 47.2	1,400 00	40 19	1,440 19	170	-
155	181	Southampton, .	8 42	1,800 00	69 84	1,919 84	228	-
151	182	Littleton, .	8 41.5	1,700 00	-	-	202	-
245	183	Gosnold, .	8 40.6	150 00	18 13	168 13	20	-
248	184	Shirley, .	8 38.8	2,000 00	105 38	2,105 38	251	-
170	185	W. Bridgewater, .	8 36.6	3,000 00	153 99	3,153 99	377	-
136	186	Marlborough, .	8 33.3	18,000 00	-	-	2,160	-
137	187	Rehoboth, .	8 32.8	2,800 00	214 72	3,014 72	362	-
125	188	Gt. Barrington, .	8 31.3	7,500 00	280 90	7,780 90	936	-
186	189	Templeton, .	8 29.4	3,800 00	131 25	3,931 25	474	-
275	190	Millbury, .	8 26.7	6,200 00	-	-	750	-
152	191	Natick, .	8 23.6	12,000 00	-	-	1,457	-
160	192	Oxford, .	8 16.7	4,500 00	-	-	551	-
117	193	Heath, .	8 13	1,000 00	-	-	123	138 00
228	194	Mendon, .	8 10.1	1,700 00	147 14	1,847 14	228	-
187	195	Pittsfield, .	8 09.5	21,000 00	394 99	21,394 99	2,643	-
88	196	Westminster, .	8 09.2	2,800 00	-	-	346	-
203	197	Monson, .	8 07.9	4,500 00	-	-	557	-
196	198	Holden, .	8 06.1	3,000 00	200 16	3,200 16	397	-
188	199	Hamilton, .	8 04.9	1,000 00	54 35	1,054 35	131	-
279	200	Ashby, .	8 03	1,461 00	-	-	182	-
208	201	Middleton, .	8 01.9	1,700 00	-	-	212	-
179	202	Clinton, .	8 01.8	9,068 34	-	-	1,131	-
224	203	Salisbury, .	7 97.5	6,000 00	204 63	6,204 63	778	-
197	204	Plainfield, .	7 96.8	700 00	25 13	725 13	91	-
202	205	Hudson, .	7 93.3	5,500 00	235 45	5,735 45	723	-
131	206	Foxborough, .	7 92.6	4,000 00	208 64	4,208 64	531	-
252	207	Northbridge, .	7 90.8	5,750 00	196 88	5,946 88	752	-
219	208	Dartmouth, .	7 88.4	4,500 00	230 83	4,730 83	600	50 00
240	209	Dennis, .	7 87.2	5,400 00	-	-	686	75 00
-	210	Ayer, .	7 85.3	3,000 00	-	-	382	-
229	211	Williamstown, .	7 83.7	5,000 00	-	-	638	40 00
83	212	Enfield, .	7 82.4	1,250 00	111 40	1,361 40	174	-
154	213	Chester, .	7 81.2	2,000 00	-	-	256	5 00
168	214	Hardwick, .	7 81.2	3,000 00	156 28	3,156 28	404	-
110	215	Conway, .	7 75.6	2,250 00	154 22	2,404 22	310	470 00
218	216	Middleboro', .	7 73.5	7,000 00	-	-	905	-
227	217	Leverett, .	7 73.1	1,000 00	51 39	1,051 39	136	15 00
314	218	Cheshire, .	7 70.8	2,300 00	74 12	2,374 12	308	-
244	219	Northfield, .	7 65.4	2,500 00	240 00	2,740 00	358	-
261	220	Somerset, .	7 64	2,515 06	120 93	2,635 99	345	-
256	221	Wareham, .	7 62.2	5,000 00	-	-	656	-
238	222	Milford, .	7 57.6	18,000 00	599 96	18,599 96	2,455	-
150	223	Hopkinton, .	7 56.6	8,000 00	209 00	8,209 00	1,085	-
234	224	Essex, .	7 56.3	2,700 00	-	-	357	160 00
162	225	Deerfield, .	7 55.3	5,015 25	-	-	664	186 00
144	226	Oakham, .	7 53.7	1,200 00	88 84	1,288 84	171	-

## SCHOOL RETURNS.

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For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
200	227	Falmouth, . . .	\$7 51.5	\$3,000 00	\$43 61	\$3,043 61	405	-
171	228	Acton, . . .	7 50	2,325 00	-	-	310	-
192	229	Marblehead, . .	7 50	12,000 00	-	-	1,600	\$200 00
158	230	Brimfield, . . .	7 43.3	1,800 00	87 93	1,887 93	254	-
217	231	Stoughton, . . .	7 43.1	8,000 00	508 13	8,508 13	1,145	-
260	232	Rochester, . . .	7 42.4	1,200 00	84 42	1,284 42	173	-
193	233	Brewster, . . .	7 40.7	2,000 00	-	-	270	100 00
263	234	N. Brookfield, .	7 40.2	5,000 40	329 68	5,329 68	720	-
183	235	Whately, . . .	7 35.2	1,500 00	-	-	204	-
205	236	Russell, . . .	7 30.8	950 00	-	-	130	-
284	237	Tyringham, . . .	7 30.4	700 00	30 42	730 42	100	-
198	238	Ashburnham, . .	7 28.8	3,000 00	112 00	3,112 00	427	4 00
267	239	Phillipston, . .	7 27.5	975 00	145 41	1,120 41	154	-
318	240	Duxbury, . . .	7 25.7	3,000 00	193 28	3,193 28	440	-
166	241	Winchendon, . .	7 25.3	5,200 00	-	-	717	-
78	242	Warwick, . . .	7 24.6	1,000 00	-	-	138	66 00
124	243	Hubbardston, . .	7 15.7	2,000 00	11 00	2,011 00	281	-
190	244	Hinsdale, . . .	7 14.3	2,500 00	-	-	350	-
233	245	W. Brookfield, .	7 12.8	2,500 00	216 00	2,716 00	381	75 00
230	246	Bolton, . . .	7 06	1,200 00	-	-	170	-
280	247	Wilbraham, . . .	7 05.7	2,500 00	449 79	2,949 79	418	-
211	248	Grafton, . . .	7 04.7	6,800 00	-	-	965	-
138	249	Eastham, . . .	7 04.2	1,000 00	-	-	142	-
185	250	Hadley, . . .	7 02.1	3,300 00	-	-	740	-
226	251	So. Scituate, . .	7 01.2	2,000 00	131 80	2,131 80	304	126 00
169	252	Groton, . . .	6 97.7	2,700 00	-	-	387	10 00
220	253	Dudley, . . .	6 97.1	4,500 00	94 00	4,594 00	659	-
223	254	Hawley, . . .	6 97.1	955 00	-	-	137	20 00
222	255	Tisbury, . . .	6 94	2,200 00	-	-	317	-
286	256	Gardner, . . .	6 92.3	4,500 00	-	-	650	-
180	257	Easthampton, . .	6 92	5,700 00	154 59	5,854 59	846	-
246	258	Abington, . . .	6 90.1	14,000 00	534 12	14,534 12	2,106	-
237	259	Norton, . . .	6 88	2,000 00	193 82	2,193 82	319	17 00
249	260	Pembroke, . . .	6 87	1,800 00	-	-	262	-
298	261	Cumington, . . .	6 85	1,200 00	53 32	1,253 32	183	300 00
210	262	Hanson, . . .	6 84.9	1,500 00	-	-	219	-
294	263	Harwich, . . .	6 82.1	5,000 00	-	-	733	-
313	264	Ludlow, . . .	6 80.8	1,600 00	-	-	235	-
195	265	Princeton, . . .	6 80	1,700 00	-	-	250	-
206	266	Dover, . . .	6 79.4	900 00	71 60	971 60	143	-
270	267	Huntington, . . .	6 76.7	1,400 00	68 40	1,468 40	217	-
212	268	Goshen, . . .	6 75.7	500 00	-	-	74	96 00
259	269	Monroe, . . .	6 75.7	250 00	-	-	37	-
204	270	Chatham, . . .	6 74.4	4,000 00	134 12	4,134 12	613	-
274	271	Edgartown, . . .	6 68.7	2,300 00	27 00	2,327 00	348	-
114	272	Shutesbury, . . .	6 59.2	800 00	37 17	837 17	127	-
310	273	Wales, . . .	6 50.6	800 00	78 30	878 30	135	-
262	274	Southbridge, . .	6 49.7	7,900 00	-	-	1,216	-
312	275	Agawam, . . .	6 49	2,200 00	-	-	339	241 00

For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Prog. Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
315	276	Blandford, .	\$6 46.4	\$1,200 00	\$112 23	\$1,312 23	203	\$854 00
307	277	Leyden, .	6 45.2	600 00	-	-	93	371 00
273	278	Rockport, .	6 44.3	4,800 00	-	-	745	-
292	279	Carver, .	6 43	1,200 00	79 65	1,279 65	199	-
177	280	Dracut, .	6 34.2	3,000 00	-	-	473	-
251	281	Chesterfield, .	6 32.9	1,000 00	-	-	158	400 00
288	282	Montague, .	6 29.4	3,600 00	-	-	572	-
265	283	Topsfield, .	6 27.6	1,500 00	-	-	239	-
276	284	Spencer, .	6 21.3	5,200 00	-	-	837	-
264	285	Lanesboro', .	6 21.1	2,000 00	-	-	322	-
282	286	Sharon, .	6 20.5	1,500 00	200 12	1,700 12	274	-
271	287	Charlemont, .	6 19.1	1,200 00	63 00	1,263 00	204	-
254	288	Blackstone, .	6 16.7	6,500 00	530 40	7,030 40	1,140	-
295	289	Windsor, .	6 15.4	800 00	-	-	130	146 00
290	290	Gill, .	6 14	700 00	-	-	114	476 00
255	291	Palmer, .	6 10.5	4,500 00	347 13	4,847 13	794	-
250	292	Chelmsford, .	6 09.8	3,000 00	-	-	492	-
258	293	Coleraine, .	6 06.1	2,000 00	-	-	330	530 00
149	294	Granville, .	6 05.7	1,800 00	235 00	2,035 00	336	100 00
300	295	Becket, .	6 00.7	1,500 00	272 14	1,772 14	295	441 00
331	296	Alford, .	6 00	362 64	21 36	384 00	64	-
306	297	Chilmark, .	5 97.8	550 00	-	-	92	-
272	298	Scituate, .	5 97.5	2,800 00	110 00	2,910 00	487	108 00
303	299	Webster, .	5 96.3	5,200 00	-	-	872	-
283	300	Groveland, .	5 92.6	2,169 00	-	-	366	540 00
293	301	Rowley, .	5 91.1	1,200 00	-	-	203	-
302	302	Auburn, .	5 88.2	1,200 00	-	-	204	-
278	303	Perru, .	5 88.2	600 00	-	-	102	30 00
305	304	Plympton, .	5 86.2	1,000 00	43 35	1,043 35	178	-
321	305	Truro, .	5 84.1	1,500 00	24 39	1,524 39	26	-
308	306	Marion, .	5 83.6	1,000 00	62 22	1,062 22	182	-
327	307	Pepperell, .	5 77.5	1,900 00	-	-	329	-
296	308	Freetown, .	5 77	1,500 00	-	-	260	-
320	309	Holland, .	5 66.7	450 00	26 00	476 00	84	-
-	310	Maynard, .	5 66.3	2,000 00	50 00	2,050 00	362	10 00
216	311	Egremont, .	5 61.8	1,000 00	-	-	178	-
297	312	Tolland, .	5 59.3	500 00	87 28	587 28	105	204 00
291	313	Williamsburg, .	5 48.3	3,000 00	97 83	3,097 83	565	40 00
304	314	Monterey, .	5 48	800 00	-	-	146	400 00
299	315	W. Boylston, .	5 40.9	3,300 00	210 82	3,510 82	649	-
324	316	Sandisfield, .	5 39.6	1,500 00	-	-	278	393 00
289	317	Middlefield, .	5 35.1	900 00	90 00	990 00	185	80 00
247	318	Sutton, .	5 34.5	3,500 00	155 74	3,655 74	684	-
277	319	Royalston, .	5 26.5	1,000 00	226 74	1,226 74	233	-
316	320	W. Stockb'ge, .	5 26.3	2,000 00	-	-	380	40 00
287	321	Rowe, .	5 19.1	924 00	-	-	178	-
328	322	Florida, .	5 18	800 00	70 00	870 00	168	-
281	323	Worthington, .	5 01.6	800 00	178 20	978 20	195	1,100 00
257	324	Otis, .	4 86.5	1,000 00	60 53	1,060 53	218	60 00



## SCHOOL RETURNS.

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For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Def. Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
326	325	Mashpee, .	\$4 80.8	\$250 00	-	-	52	-
323	326	Berlin, .	4 76.2	1,000 00	-	-	210	-
332	327	Mt. Washing'n,	4 69	300 00	-	-	64	\$40 00
269	328	Lee, .	4 67.3	3,900 00	\$222 00	\$4,122 00	882	400 00
285	329	N. Marlboro',	4 58.7	2,000 00	-	-	436	-
333	330	New Ashford,	4 57.8	206 00	-	-	45	12 50
322	331	Hancock, .	4 53	720 00	-	-	159	-
309	332	Mansfield, .	4 50	2,088 00	-	-	464	-
336	333	Savoy, .	4 37.2	800 00	-	-	183	487 50
325	334	Mattapoissett, .	4 35	1,300 00	-	-	299	-
329	335	Buckland, .	4 21.9	1,500 00	149 50	1,649 50	391	-
319	336	Washington, .	4 16.7	800 00	-	-	192	130 00
330	337	Southwick, .	4 13.8	900 00	109 56	1,009 56	244	29 56
334	338	Richmond, .	3 70.4	800 00	-	-	216	90 00
335	339	Clarksburg, .	3 63.6	600 00	-	-	165	-
	340	Gay Head, .	1 66.7	50 00	-	-	30	-
	341	Holbrook,*	-	-	-	-	-	-
	342	Norwood,*	-	-	-	-	-	-

\* New towns; no returns made in 1871-72.

## GRADUATED TABLES—FIRST SERIES.

[COUNTY TABLES.]

Table showing the comparative amount of Money appropriated by the different Towns in each of the Counties in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.

## BARNSTABLE COUNTY.

For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
5	1	BARNSTABLE, .	\$14 35.4	\$12,000 00	—	—	836	—
1	2	Wellfleet, .	12 02.1	5,000 00	\$48 97	\$5,048 97	420	—
2	3	Yarmouth, .	9 73.4	3,500 00	43 27	3,543 27	364	—
3	4	Provincetown, .	9 71.9	7,600 00	—	—	782	—
4	5	Orleans, .	9 48.3	2,200 00	—	—	232	—
6	6	Sandwich, .	8 88.9	6,400 00	—	—	720	—
11	7	Dennis, .	7 87.2	5,400 00	—	—	686	\$75 00
9	8	Falmouth, .	7 51.5	3,000 00	43 61	3,043 61	405	—
8	9	Brewster, .	7 40.7	2,000 00	—	—	270	100 00
7	10	Eastham, .	7 04.2	1,000 00	—	—	142	—
12	11	Harwich, .	6 82.1	5,000 00	—	—	733	—
10	12	Chatham, .	6 74.4	4,000 00	134 12	4,134 12	613	—
13	13	Truro, .	5 84.1	1,500 00	24 39	1,524 39	261	—
14	14	Mashpee, .	4 80.8	250 00	—	—	52	—

## BERKSHIRE COUNTY.

1	1	LENOX, .	\$12 54.5	\$3,500 00	—	—	279	—
2	2	Stockbridge, .	11 19.4	4,500 00	—	—	402	—
3	3	Sheffield, .	9 29.7	3,340 00	\$127 83	\$3,467 83	373	\$604 00
4	4	Dalton, .	8 93.3	2,500 00	—	—	278	—
5	5	Adams, .	8 96	22,000 00	—	—	2,456	—
6	6	Gt. Barrington, .	8 31.3	7,500 00	280 90	7,780 90	936	—
7	7	Pittsfield, .	8 09.5	21,000 00	394 99	21,394 99	2,643	—
10	8	Williamstown, .	7 83.7	5,000 00	—	—	638	40 00
20	9	Cheshire, .	7 70.8	2,300 00	74 12	2,374 12	308	—
15	10	Tyringham, .	7 30.4	700 00	30 42	730 42	100	—

## SCHOOL RETURNS.

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## BERKSHIRE COUNTY—CONCLUDED.

For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
8	11	Hinsdale . .	\$7 14.3	\$2,500 00	—	—	350	—
12	12	Lanesboro', . .	6 21.1	2,000 00	—	—	322	—
17	13	Windsor, . .	6 15.4	800 00	—	—	130	\$146 00
18	14	Becket, . .	6 00.7	1,500 00	\$272 14	\$1,772 14	295	441 00
26	15	Alford, . .	6 00	362 64	21 36	384 00	64	—
14	16	Peru, . .	5 88.2	600 00	—	—	102	30 00
9	17	Egremont, . .	5 61.8	1,000 00	—	—	178	—
19	18	Monterey, . .	5 48	800 00	—	—	146	400 00
24	19	Sandisfield, . .	5 39.6	1,500 00	—	—	278	393 00
21	20	W. Stockb'ge, . .	5 26.3	2,000 00	—	—	380	40 00
25	21	Florida, . .	5 18	800 00	70 00	870 00	168	—
11	22	Otis, . .	4 86.5	1,000 00	60 53	1,060 53	218	60 00
27	23	Mt. Washing'n, . .	4 69	300 00	—	—	64	40 00
13	24	Lee, . .	4 67.3	3,900 00	222 00	4,122 00	882	400 00
16	25	N. Marlboro', . .	4 58.7	2,000 00	—	—	436	—
28	26	N. Ashford, . .	4 57.8	206 00	—	—	45	12 50
23	27	Hancock, . .	4 53	720 00	—	—	159	—
31	28	Savoy, . .	4 37.2	800 00	—	—	183	487 50
22	29	Washington, . .	4 16.7	800 00	—	—	192	130 00
29	30	Richmond, . .	3 70.4	800 00	—	—	216	90 00
30	31	Clarksburg, . .	3 63.6	600 00	—	—	165	—

## BRISTOL COUNTY.

1	1	NEW BEDFORD, . .	\$14 72.6	\$55,602 00	\$636 15	56,238 15	3,819	—
2	2	Fairhaven, . .	12 22.8	5,500 00	136 95	5,636 95	461	—
10	3	Swansea, . .	11 92.6	2,921 99	—	—	245	—
4	4	Taunton, . .	11 24.6	37,000 00	—	—	3,290	\$800 00
6	5	Acushnet, . .	9 66.2	2,000 00	—	—	207	—
8	6	Dighton, . .	9 12.4	2,500 00	—	—	274	—
12	7	Fall River, . .	9 03.4	53,000 00	—	—	5,867	—
15	8	Seekonk, . .	8 82.3	1,500 00	—	—	170	28 00
9	9	Westport, . .	8 73.8	4,500 00	—	—	515	—
17	10	Raynham, . .	8 71.4	2,700 00	149 65	2,849 65	327	—
7	11	Easton, . .	8 58.9	7,000 00	—	—	815	16 66
11	12	Berkley, . .	8 57.1	1,200 00	—	—	140	—
3	13	Attleborough, . .	8 47.5	11,500 00	—	—	1,357	405 00
5	14	Rehoboth, . .	8 32.8	2,800 00	214 72	3,014 72	362	—
13	15	Dartmouth, . .	7 88.4	4,500 00	230 83	4,730 83	600	50 00
16	16	Somerset, . .	7 64	2,515 06	120 93	2,635 99	345	—
14	17	Norton, . .	6 88	2,000 00	193 82	2,193 82	319	17 00
18	18	Freetown, . .	5 77	1,500 00	—	—	260	—
19	19	Mansfield, . .	4 50	2,088 00	—	—	464	—

## DUKES COUNTY.

For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
2	1	GOSNOLD, . . .	\$8 40.6	\$150 00	\$18 13	\$168 13	20	-
1	2	Tisbury, . . .	6 94	2,200 00	-	-	317	-
3	3	Edgartown, . .	6 68.7	2,300 00	27 00	2,327 00	348	-
4	4	Chilmark, . . .	5 97.8	550 00	-	-	92	-
5	5	Gay Head, . . .	1 66.7	50 00	-	-	30	-

## ESSEX COUNTY.

1	1	NAHANT, . . .	\$22 98.8	\$2,000 00	-	-	87	-
2	2	Swampscott, . .	16 44.4	6,000 00	-	-	365	-
4	3	Peabody, . . .	15 01.2	21,500 00	\$417 49	21,917 49	1,460	-
3	4	Andover, . . .	13 31.5	10,000 00	-	-	751	-
7	5	Bradford, . . .	13 21.7	5,300 00	-	-	401	-
5	6	Haverhill, . . .	12 01.7	28,000 00	1,406 45	29,406 45	2,447	-
13	7	Beverly, . . .	11 45	15,000 00	-	-	1,310	-
6	8	N. Andover, . .	11 17.3	6,000 00	-	-	537	-
14	9	Manchester, . .	10 95.3	2,800 00	288 86	3,088 86	282	-
18	10	Lynn, . . .	10 87	69,722 04	-	-	6,414	-
8	11	Methuen, . . .	10 81.1	6,000 00	-	-	555	-
12	12	Lawrence, . . .	10 51.4	49,905 00	1,151 85	51,056 85	4,856	-
11	13	Wenham, . . .	9 95.2	1,600 00	72 00	1,672 00	168	-
16	14	Gloucester, . .	9 93.4	31,400 00	-	-	3,161	-
17	15	Salem, . . .	9 86	52,154 47	1,286 40	53,440 87	5,420	-
15	16	Georgetown, . .	9 48.5	3,900 00	93 15	3,993 15	421	\$75 00
9	17	Newburyport, .	9 48	24,000 00	241 44	24,241 44	2,557	-
10	18	Lynnfield, . . .	9 26.9	1,200 00	32 71	1,232 71	133	-
28	19	W. Newbury, . .	9 13.3	3,827 00	-	-	419	-
22	20	Ipswich, . . .	8 95.8	4,900 00	-	-	547	-
27	21	Amesbury, . . .	8 88.6	7,600 00	300 00	7,900 00	889	-
23	22	Boxford, . . .	8 84.9	1,200 00	198 20	1,398 20	158	-
20	23	Danvers, . . .	8 72.1	10,000 00	326 00	10,326 00	1,184	-
19	24	Saugus, . . .	8 67.7	4,000 00	-	-	461	-
30	25	Newbury, . . .	8 53.2	1,500 00	69 86	1,569 86	184	-
21	26	Hamilton, . . .	3 04.9	1,000 00	54 35	1,054 35	131	-
25	27	Middleton, . . .	8 01.9	1,700 00	-	-	212	-
26	28	Salisbury, . . .	7 97.5	6,000 00	204 63	6,204 63	778	-
29	29	Essex, . . .	7 56.3	2,700 00	-	-	357	160 00
24	30	Marblehead, . .	7 50	12,000 00	-	-	1,600	200 00
32	31	Rockport, . . .	6 44.3	4,800 00	-	-	745	-
31	32	Topsfield, . . .	6 27.6	1,500 00	-	-	239	-
33	33	Groveland, . . .	5 92.6	2,169 00	-	-	366	540 00
34	34	Rowley, . . .	5 91.1	1,200 00	-	-	203	-

## SCHOOL RETURNS.

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## FRANKLIN COUNTY.

For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	GREENFIELD, .	\$11 43.3	\$7,500 00	-	-	656	\$100 00
3	2	Wendell, .	10 12.7	800 00	-	-	79	-
19	3	Orange, .	9 95	4,000 00	-	-	402	21 00
13	4	Shelburne, .	9 86.8	3,000 00	-	-	304	113 00
10	5	Sunderland, .	9 49.1	1,600 00	\$23 00	\$1,623 00	171	-
4	6	Erving, .	8 96	1,000 00	155 90	1,155 90	129	24 00
25	7	Bernardston, .	8 67.1	1,500 00	-	-	173	25 00
6	8	Ashfield, .	8 62.1	1,500 00	-	-	174	529 00
5	9	New Salem, .	8 47.2	1,400 00	40 19	1,440 19	170	-
9	10	Heath, .	8 13	1,000 00	-	-	123	138 00
7	11	Conway, .	7 75.6	2,250 00	154 22	2,404 22	310	470 00
15	12	Leverett, .	7 73.1	1,000 00	51 39	1,051 39	136	15 00
16	13	Northfield, .	7 65.4	2,500 00	240 00	2,740 00	358	-
11	14	Deerfield, .	7 55.3	5,015 25	-	-	664	186 00
12	15	Whately, .	7 35.2	1,500 00	-	-	204	-
2	16	Warwick, .	7 24.6	1,000 00	-	-	138	66 00
14	17	Hawley, .	6 97.1	955 00	-	-	137	20 00
18	18	Monroe, .	6 75.7	250 00	-	-	37	-
8	19	Shutesbury, .	6 59.2	800 00	37 17	837 17	127	-
24	20	Leyden, .	6 45.2	600 00	-	-	93	371 00
22	21	Montague, .	6 29.4	3,600 00	-	-	572	-
20	22	Charlemont, .	6 19.1	1,200 00	63 00	1,263 00	204	-
23	23	Gill, .	6 14	700 00	-	-	114	476 00
17	24	Coleraine, .	6 06.1	2,000 00	-	-	330	530 00
21	25	Rowe, .	5 19.1	924 00	-	-	178	-
26	26	Buckland, .	4 21.9	1,500 00	149 50	1,649 50	391	-

## HAMPDEN COUNTY.

1	1	SPRINGFIELD, .	\$18 01.7	\$75,077 77	-	-	4,167	-
2	2	Westfield, .	13 40.3	15,150 00	\$477 57	15,627 57	1,166	-
3	3	W. Springfield, .	12 24.9	6,100 00	161 30	6,761 30	552	-
4	4	Longmeadow, .	11 87.8	3,000 00	147 73	3,147 73	265	\$15 15
6	5	Chicopee, .	10 89	20,175 00	702 06	20,877 06	1,917	-
5	6	Montgomery, .	9 48.9	650 00	42 71	692 71	73	90 00
7	7	Holyoke, .	9 07	19,000 00	-	-	2,095	-
11	8	Monson, .	8 07.9	4,500 00	-	-	557	-
9	9	Chester, .	7 81.2	2,000 00	-	-	256	5 00
10	10	Brimfield, .	7 43.3	1,800 00	87 93	1,887 93	254	-
12	11	Russell, .	7 30.8	950 00	-	-	130	-
14	12	Wilbraham, .	7 05.7	2,500 00	449 79	2,949 79	418	-
18	13	Ludlow, .	6 80.8	1,600 00	-	-	235	-
16	14	Wales, .	6 50.6	800 00	78 30	878 30	135	-
17	15	Agawam, .	6 49	2,200 00	-	-	339	241 00
19	16	Blandford, .	6 46.4	1,200 00	112 23	1,312 23	203	854 00

## HAMPDEN COUNTY—CONCLUDED.

For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
13	17	Palmer, .	\$6 10.5	\$4,500 00	\$347 13	\$4,847 13	794	—
8	18	Granville, .	6 05.7	1,800 00	235 00	2,035 00	336	\$100 00
20	19	Holland, .	5 66.7	450 00	26 00	476 00	84	—
15	20	Tolland, .	5 59.3	500 00	87 28	587 28	105	204 00
21	21	Southwick, .	4 13.8	900 00	109 56	1,009 56	244	29 56

## HAMPSHIRE COUNTY.

3	1	AMHERST, .	\$13 03.7	\$8,500 00	\$169 34	\$8,669 34	665	—
9	2	South Hadley, .	12 70.1	6,000 00	160 00	6,160 00	485	\$30 00
4	3	Belchertown, .	12 57.6	5,000 00	105 90	5,105 90	406	—
2	4	Granby, .	12 32	1,875 00	47 00	1,922 00	156	—
1	5	Northampton, .	12 03.5	24,300 00	—	—	2,019	72 00
10	6	Ware, .	9 96.2	7,500 00	220 72	7,720 72	775	—
8	7	Greenwich, .	9 90.1	1,000 00	—	—	101	—
5	8	Westhampton, .	9 77.9	1,200 00	71 24	1,271 24	130	—
13	9	Pelham, .	8 69.6	1,000 00	—	—	115	16 00
6	10	Prescott, .	8 69.6	800 00	—	—	92	—
17	11	Hatfield, .	8 65.4	2,700 00	—	—	312	—
11	12	Southampton, .	8 42	1,800 00	69 84	1,919 84	228	—
15	13	Plainfield, .	7 96.8	700 00	25 13	725 13	91	—
7	14	Enfield, .	7 82.4	1,250 00	111 40	1,361 40	174	—
14	15	Hadley, .	7 02.1	3,300 00	—	—	470	—
12	16	Easthampton, .	6 92	5,700 00	154 59	5,854 59	846	—
23	17	Cummington, .	6 85	1,200 00	53 32	1,253 32	183	300 00
19	18	Huntington, .	6 76.7	1,400 00	68 40	1,468 40	217	—
16	19	Goshen, .	6 75.7	500 00	—	—	74	96 00
18	20	Chesterfield, .	6 32.9	1,000 00	—	—	158	400 00
22	21	Williamsburg, .	5 48.3	3,000 00	97 83	3,097 83	565	40 00
21	22	Middlefield, .	5 35.1	900 00	90 00	990 00	185	80 00
20	23	Worthington, .	5 01.6	800 00	178 20	978 20	195	1,100 00

## MIDDLESEX COUNTY.

7	1	MEDFORD, .	\$24 90	\$27,166 32	—	—	1,091	—
2	2	Belmont, .	24 79.1	7,362 98	—	—	297	—
1	3	Newton, .	22 48.8	54,523 44	\$617 44	55,140 88	2,452	—
17	4	Malden, .	20 68.7	29,500 00	—	—	1,426	—
8	5	Arlington, .	19 78.2	13,471 71	—	—	681	—
3	6	Lexington, .	19 28.4	7,000 00	—	—	362	—
11	7	Watertown, .	18 60.5	16,372 29	—	—	880	—
4	8	Brighton, .	18 50.9	16,103 00	—	—	870	—

## SCHOOL RETURNS.

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## MIDDLESEX COUNTY—CONCLUDED.

For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
6	9	Waltham, .	\$18 31.1	\$27,099 54	—	—	1,480	—
19	10	Melrose, .	17 55.9	11,224 10	\$312 31	11,536 41	657	—
12	11	Winchester, .	16 37.3	9,300 00	—	—	568	—
10	12	Weston, .	16 20.1	3,159 25	—	—	195	—
5	13	Somerville, .	15 86.4	44,800 60	—	—	2,824	—
13	14	Charlestown, .	15 79.6	103,577 24	—	—	6,557	—
9	15	Framingham, .	15 77.8	12,400 00	269 99	12,669 99	803	—
16	16	Lowell, .	15 64.6	97,270 10	—	—	6,217	—
22	17	Stoneham, .	14 93.2	12,095 00	—	—	810	—
15	18	Cambridge, .	14 33.3	118,204 53	—	—	8,247	—
20	19	Concord, .	14 28.6	6,000 00	—	—	420	—
45	20	Sudbury, .	13 94.9	2,245 89	—	—	161	—
14	21	Everett, .	13 91.7	7,000 00	—	—	503	—
21	22	Lincoln, .	12 87.9	1,700 00	—	—	132	—
48	23	Wilmington, .	12 16.7	1,775 00	50 00	1,825 00	150	\$40 00
18	24	Reading, .	11 96.6	7,000 00	—	—	585	275 00
25	25	Woburn, .	11 20	21,000 00	—	—	1,875	—
29	26	Sherborn, .	11 12.1	2,000 00	57 33	2,057 33	185	—
23	27	Boxborough, .	11 05.8	675 00	143 28	818 28	74	—
24	28	Burlington, .	10 65.9	900 00	70 00	970 00	91	—
26	29	Wakefield, .	10 63.8	8,000 00	—	—	752	—
53	30	Stow, .	10 59.4	1,950 00	84 00	2,034 00	192	—
33	31	Bedford, .	10 24.3	1,600 00	100 46	1,700 46	166	—
27	32	Ashland, .	10 09	4,500 00	—	—	446	—
31	33	Holliston, .	9 30.2	6,000 00	—	—	645	—
41	34	N. Reading, .	9 20.2	1,500 00	—	—	163	—
30	35	Dunstable, .	9 19.5	800 00	—	—	87	—
34	36	Wayland, .	9 10.9	2,000 00	104 16	2,104 16	231	—
42	37	Tewksbury, .	8 98.3	1,900 00	121 21	2,021 21	225	—
38	38	Townsend, .	8 97.1	3,400 00	—	—	379	27 00
49	39	Westford, .	8 97.5	2,500 00	153 72	2,653 72	299	—
44	40	Carlisle, .	8 79.1	800 00	—	—	91	—
47	41	Billerica, .	8 59.6	3,000 00	—	—	349	—
28	42	Tyngsboro', .	8 53.7	1,050 00	—	—	123	—
36	43	Littleton, .	8 41.5	1,700 00	—	—	202	—
50	44	Shirley, .	8 38.8	2,000 00	105 38	2,105 38	251	—
32	45	Marlboro', .	8 33.3	18,000 00	—	—	2,160	—
37	46	Natick, .	8 23.6	12,000 00	—	—	1,457	—
52	47	Ashby, .	8 03	1,461 00	—	—	182	—
46	48	Hudson, .	7 93.3	5,500 00	235 45	5,735 45	723	—
55	49	Ayer, .	7 85.3	3,000 00	—	—	382	—
35	50	Hopkinton, .	7 56.6	8,000 00	209 00	8,209 00	1,085	—
40	51	Acton, .	7 50	2,325 00	—	—	310	—
39	52	Groton, .	6 97.7	2,700 00	—	—	387	10 00
43	53	Dracut, .	6 34.2	3,000 00	—	—	473	—
51	54	Chelmsford, .	6 09.8	3,000 00	—	—	492	—
54	55	Pepperell, .	5 77.5	1,900 00	—	—	329	—
56	56	Maynard, .	5 66.3	2,000 00	50 00	2,050 00	362	10 00

## NANTUCKET COUNTY.

For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 16 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
		NANTUCKET,	\$11 43.8	\$7,000 00	-	-	612	-

## NORFOLK COUNTY.

3	1	WEST ROXBURY, .	\$25 39.6	\$40,050 00	-	-	1,577	-
1	2	Brookline, .	23 86.4	28,731 66	-	-	1,204	-
2	3	Milton, .	20 91.3	11,000 00	-	-	526	-
8	4	Walpole, .	16 17.7	5,500 00	-	-	340	-
4	5	Hyde Park, .	15 85.9	18,000 00	-	-	1,135	-
7	6	Quincy, .	15 36.4	19,650 00	-	-	1,279	-
6	7	Dedham, .	14 57.5	20,930 00	-	-	1,436	-
5	8	Needham, .	13 47.8	10,000 00	\$364 37	10,364 37	769	-
23	9	Medfield, .	12 16.4	2,000 00	92 13	2,092 13	172	-
9	10	Weymouth, .	10 59.3	20,000 00	-	-	1,888	\$525 00
16	11	Canton, .	9 96.5	8,500 00	418 82	8,918 82	895	-
19	12	Randolph, .	9 77.7	13,277 09	-	-	1,358	-
14	13	Cohasset, .	9 61.6	4,100 00	121 36	4,221 36	439	30 00
11	14	Wrentham, .	9 29.7	3,700 00	223 32	3,923 32	422	-
17	15	Franklin, .	9 24.9	4,800 00	-	-	519	-
21	16	Braintree, .	9 05.3	6,500 00	416 46	6,916 46	764	-
12	17	Medway, .	8 98.8	6,000 00	219 79	6,219 79	692	-
13	18	Norfolk, .	8 70	1,800 00	79 00	1,879 00	216	-
10	19	Bellingham, .	8 60.2	1,500 00	340 87	1,840 87	214	-
15	20	Foxborough, .	7 92.6	4,000 00	208 64	4,208 64	531	-
20	21	Stoughton, .	7 43.1	8,000 00	508 13	8,508 13	1,145	-
18	22	Dover, .	6 79.4	900 00	71 60	971 60	143	-
22	23	Sharon, .	6 20.5	1,500 00	200 12	1,700 12	274	-

## PLYMOUTH COUNTY.

9	1	HINGHAM, .	\$14 84.7	\$10,705 02	-	-	721	-
1	2	Plymouth, .	12 93.9	14,660 00	-	-	1,133	-
2	3	Bridgewater, .	12 25.1	8,000 00	-	-	653	\$600 00
3	4	Kingston, .	10 74.3	2,981 69	\$251 89	\$3,233 58	301	-
5	5	E. Bridgewater, .	10 16.3	5,600 00	-	-	551	-
7	6	Halifax, .	10 00	1,000 00	-	-	100	-
6	7	Hull, .	10 00	350 00	-	-	35	-
12	8	Marshfield, .	9 11.3	2,300 00	133 11	2,433 11	267	-
8	9	Hanover, .	8 99.3	2,700 00	123 93	2,823 93	314	93 00
4	10	N. Bridgewater, .	8 88.9	15,200 00	-	-	1,710	-
10	11	Lakeville, .	8 61.8	1,758 00	-	-	204	-
11	12	W. Bridgewater, .	8 36.6	3,000 00	153 99	3,153 99	377	-



# SCHOOL RETURNS.

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## PLYMOUTH COUNTY—CONCLUDED.

For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
14	13	Middleboro', .	\$7 73.5	\$7,000 00	—	—	905	—
18	14	Wareham, .	7 62.2	5,000 00	—	—	656	—
19	15	Rochester, .	7 42.4	1,200 00	\$84 42	\$1,284 42	173	—
24	16	Duxbury, .	7 25.7	3,000 00	193 28	3,193 28	440	—
15	17	So. Scituate, .	7 01.2	2,000 00	131 80	2,131 80	304	\$126 00
16	18	Abington, .	6 90.1	14,000 00	534 12	14,534 12	2,106	—
17	19	Pembroke, .	6 87	1,800 00	—	—	262	—
13	20	Hanson, .	6 84.9	1,500 00	—	—	219	—
21	21	Carver, .	6 43	1,200 00	79 65	1,279 65	199	—
20	22	Scituate, .	5 97.5	2,800 00	110 00	2,910 00	487	108 00
22	23	Plympton, .	5 86.2	1,000 00	43 35	1,043 35	178	—
23	24	Marion, .	5 83.6	1,000 00	62 22	1,062 22	182	—
25	25	Mattapoisett, .	4 35	1,300 00	—	—	299	—

## SUFFOLK COUNTY.

1	1	BOSTON, .	\$22 02.7	1,002,500 00	—	—	45,970	—
—	2	Chelsea, .	17 25.9	54,866 00	—	—	3,179	—
3	3	Winthrop, .	11 57	1,400 00	—	—	121	\$125 00
2	4	Revere, .	10 60.5	2,500 00	\$66 30	\$2,566 30	242	—

## WORCESTER COUNTY.

4	1	LUNENBURG, .	\$13 15.3	\$1,905 61	\$93 66	\$1,999 27	152	—
5	2	Northboro', .	12 59.5	3,300 00	—	—	262	—
2	3	Worcester, .	12 57.2	104,312 89	—	—	8,297	—
3	4	N. Braintree, .	11 83.2	1,550 00	—	—	131	—
8	5	Fitchburg, .	11 35.8	24,000 00	—	—	2,113	—
7	6	Leicester, .	11 06.7	5,279 00	—	—	477	\$70 00
18	7	Westborough, .	11 05.4	7,792 89	—	—	705	—
11	8	Southborough, .	10 99.5	4,500 00	194 81	4,694 81	427	60 00
43	9	Paxton, .	10 61.9	1,200 00	—	—	113	—
17	10	Harvard, .	10 48	2,400 00	—	—	229	—
12	11	Barre, .	10 32.5	4,250 00	169 00	4,419 00	428	—
1	12	Lancaster, .	10 31.3	3,300 00	—	—	320	—
9	13	Charlton, .	10 18.4	3,696 82	—	—	363	—
6	14	Leominster, .	10 00.1	6,540 54	—	—	654	—
13	15	Warren, .	9 87.2	4,500 00	278 00	4,778 00	484	—
28	16	Boylston, .	9 52.4	1,200 00	—	—	126	—
14	17	Shrewsbury, .	9 45.9	2,800 00	—	—	296	—
15	18	Brookfield, .	9 30.7	4,100 00	200 00	4,300 00	462	—
36	19	Sturbridge, .	9 06.7	3,500 00	—	—	386	30 00

## WORCESTER COUNTY—CONCLUDED.

For 1870-71.	For 1871-72.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
41	20	Rutland, .	\$9 05.7	\$2,073 95	—	—	229	—
25	21	Athol, .	8 99.9	5,025 00	\$239 77	\$5,264 77	585	—
20	22	Douglas, .	8 95.9	3,500 00	173 25	3,673 25	410	—
23	23	Uxbridge, .	8 91.8	5,000 00	538 00	5,538 00	621	—
44	24	Dana, .	8 89.3	1,000 00	58 33	1,058 33	119	—
30	25	Petersham, .	8 87.1	2,000 00	129 00	2,129 00	240	—
40	26	Sterling, .	8 72.1	3,000 00	—	—	344	—
26	27	Upton, .	8 64.9	3,234 67	—	—	374	—
29	28	Templeton, .	8 29.4	3,800 00	131 25	3,931 25	474	—
51	29	Millbury, .	8 26.7	6,200 00	—	—	750	—
21	30	Oxford, .	8 16.7	4,500 00	—	—	551	—
37	31	Mendon, .	8 10.1	1,700 00	147 14	1,847 14	228	—
10	32	Westminster, .	8 09.2	2,800 00	—	—	346	—
32	33	Holden, .	8 06.1	3,000 00	200 16	3,200 16	397	—
27	34	Clinton, .	8 01.8	9,068 34	—	—	1,131	—
46	35	Northbridge, .	7 90.8	5,750 00	196 88	5,946 88	752	—
24	36	Hardwick, .	7 81.2	3,000 00	156 28	3,156 28	404	—
42	37	Millford, .	7 57.6	18,000 00	599 96	18,599 96	2,455	—
19	38	Oakham, .	7 53.7	1,200 00	88 84	1,288 84	171	—
49	39	N. Brookfield, .	7 40.2	5,000 00	329 68	5,329 68	720	—
33	40	Ashburnham, .	7 28.8	3,000 00	112 00	3,112 00	427	\$4 00
50	41	Phillipston, .	7 27.5	975 00	145 41	1,120 41	154	—
22	42	Winchendon, .	7 25.3	5,200 00	—	—	717	—
16	43	Hubbardston, .	7 15.7	2,000 00	11 00	2,011 00	281	—
39	44	W. Brookfield, .	7 12.8	2,500 00	216 00	2,716 00	381	75 00
38	45	Bolton, .	7 06	1,200 00	—	—	170	—
34	46	Grafton, .	7 04.7	6,800 00	—	—	965	—
35	47	Dudley, .	6 97.1	4,500 00	94 00	4,594 00	659	—
54	48	Gardner, .	6 92.3	4,500 00	—	—	650	—
31	49	Princeton, .	6 80	1,700 00	—	—	250	—
48	50	Southbridge, .	6 49.7	7,900 00	—	—	1,216	—
52	51	Spencer, .	6 21.3	5,200 00	—	—	837	—
*47	52	Blackstone, .	6 16.7	6,500 00	530 40	7,030 40	1,140	—
57	53	Webster, .	5 96.3	5,200 00	—	—	872	—
56	54	Auburn, .	5 88.2	1,200 00	—	—	204	—
55	55	W. Boylston, .	5 40.9	3,300 00	210 82	3,510 82	649	—
45	56	Sutton, .	5 34.5	3,500 00	155 74	3,655 74	684	—
53	57	Royalston, .	5 26.5	1,000 00	226 74	1,226 74	233	—
58	58	Berlin, .	4 76.2	1,000 00	—	—	210	—

## A GRADUATED TABLE—FIRST SERIES.

*Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.*

For 1870-71.	COUNTIES.	Sum appropriated by Counties for each Child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	SUFFOLK, . . . . .	\$21 64	\$1,061,266 00	\$10,164 30	\$1,071,430 30	49,512	\$125 00
2	Middlesex, . . . . .	14 36.7	776,511 99	2,683 73	769,195 72	53,537	362 00
4	Norfolk, . . . . .	13 58.6	240,438 75	3,264 51	243,703 26	17,938	555 00
5	Hampden, . . . . .	11 75.6	165,352 77	3,064 59	168,417 36	14,325	1,538 71
3	Nantucket, . . . . .	11 43.7	7,000 00	—	—	612	—
8	Bristol, . . . . .	10 28.4	202,327 05	1,683 05	204,010 10	19,837	1,316 66
6	Essex, . . . . .	10 27	402,577 51	6,143 39	408,720 90	39,798	975 00
7	Hampshire, . . . . .	9 61.6	81,475 00	1,622 91	83,097 91	8,642	2,134 00
9	Worcester, . . . . .	9 15.5	346,154 71	5,626 12	351,780 83	38,423	239 00
10	Barnstable, . . . . .	9 07.7	58,850 00	294 36	59,144 36	6,516	175 00
11	Plymouth, . . . . .	8 84.1	111,054 71	1,901 76	112,956 47	12,776	927 00
12	Franklin, . . . . .	7 84.6	49,094 25	914 37	50,008 62	6,374	3,084 00
13	Berkshire, . . . . .	7 38.7	97,328 64	1,554 29	98,882 93	13,386	3,314 00
14	Dukes, . . . . .	6 56.1	5,250 00	45 13	5,295 13	807	—

## AGGREGATE FOR THE STATE.

STATE, . . . . .	\$12 86.3	\$3,594,686 38	\$38,962 51	\$3,633,648 89	282,485	\$14,745 37
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## A GRADUATED TABLE—FIRST SERIES.

*Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State, for the Education of each Child between the ages of 5 and 15 years in the County.*

For 1870-71.	For 1871-72.	COUNTIES.	TOTALS.
1	1	SUFFOLK, . . . . .	\$21 64.2
2	2	Middlesex, . . . . .	14 37.4
4	3	Norfolk, . . . . .	13 61.7
5	4	Hampden, . . . . .	11 86.4
3	5	Nantucket, . . . . .	11 43.7
8	6	Bristol, . . . . .	10 35.1
7	7	Essex, . . . . .	10 29.4
6	8	Hampshire, . . . . .	9 86.2
9	9	Worcester, . . . . .	9 16.1
10	10	Barnstable, . . . . .	9 10.4
11	11	Plymouth, . . . . .	8 91.4
12	12	Franklin, . . . . .	8 32.9
13	13	Berkshire, . . . . .	7 63.5
14	14	Dukes, . . . . .	6 56.1
Aggregate for the State, . . . . .			\$12 91.5

## GRADUATED TABLES—SECOND SERIES.

The next Table exhibits the appropriation of the cities and towns, as compared with their respective valuations in 1865 and 1871.

The first column shows the rank of the cities and towns in a similar Table for 1870-71, according to their valuation in 1865.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1871-72, according to their valuation in 1871.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the last two figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property, in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same town in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

## GRADUATED TABLES—SECOND SERIES.

[FOR THE STATE.]

*A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1871-72.*

For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
162	1	RANDOLPH, .	\$.006-68	66	33	New Salem, .	\$.004-31
3	2	Wellfleet, .	6-02	8	34	N.Bridgewater, .	4-29
10	3	Marlborough, .	5-73	147	35	Medford, .	4-28
84	4	Truro, .	5-60	27	36	Florida, .	4-24
38	5	Hawley, .	5-51	50	37	South Hadley, .	4-24
58	6	Eastham, .	5-31	36	38	Peabody, .	4-22
69	7	Rowe, .	5-16	6	39	Gloucester, .	4-19
17	8	Chicopee, .	5-13	74	40	Medway, .	4-17
61	9	Wareham, .	5-01	82	41	Dennis, .	4-15
171	10	Monroe, .	4-98	46	42	Malden, .	4-14
112	11	Orleans, .	4-95	—	43	Norfolk, .	4-14
125	12	Sandwich, .	4-90	57	44	Shutesbury, .	4-13
152	13	Barnstable, .	4-89	—	45	Hudson, .	4-12
26	14	Bradford, .	4-87	185	46	W.Bridgewater, .	4-12
141	15	Chatham, .	4-87	—	17	Chelsea, .	4-11
5	16	Stoneham, .	4-87	14	48	Weymouth, .	4-11
32	17	Pelham, .	4-82	44	49	Melrose, .	4-10
22	18	Ware, .	4-77	197	50	Fairhaven, .	4-07
63	19	Belchertown, .	4-74	19	51	Hopkinton, .	4-06
12	20	Dudley, .	4-71	67	52	Provincetown, .	4-05
73	21	Harwich, .	4-67	200	53	Rutland, .	4-04
97	22	Townsend, .	4-64	45	54	Attleborough, .	4-03
107	23	Walpole, .	4-64	65	55	Chester, .	4-03
78	24	E. Bridgewater, .	4-62	151	56	Andover, .	4-00
52	25	Plymouth, .	4-55	123	57	Grafton, .	3-99
—	26	Gay Head, .	4-54	98	58	Deerfield, .	3-98
49	27	Montgomery, .	4-53	110	59	Wendell, .	3-98
29	28	Georgetown, .	4-42	129	60	Upton, .	3-97
241	29	Swansea, .	4-42	13	61	Erving, .	3-91
18	30	Warwick, .	4-42	4	62	Westborough, .	3-91
132	31	Granville, .	4-39	23	63	Heath, .	3-90
114	32	Bridgewater, .	4-34	92	64	Dana, .	3-89

## SCHOOL RETURNS.

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For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
41	65	Milford, .	3-003-88	222	114	Wilbraham, .	3-003-49
155	66	Northfield, .	3-87	208	115	Shelburne, .	3-48
193	67	Phillipston, .	3-87	56	116	Abington, .	3-47
102	68	Brookfield, .	3-86	143	117	Canton, .	3-47
101	69	Douglas, .	3-85	28	118	Marblehead, .	3-47
7	70	Natick, .	3-85	211	119	Tyngsborough, .	3-47
76	71	Middleton, .	3-84	317	120	W. Brookfield, .	3-47
133	72	Nantucket, .	3-84	68	121	Frammingham, .	3-46
94	73	Granby, .	3-83	20	122	Needham, .	3-45
137	74	Rehoboth, .	3-79	47	123	Russell, .	3-45
106	75	Berkley, .	3-78	121	124	Greenfield, .	3-43
25	76	Reading, .	3-78	199	125	Longmeadow, .	3-43
170	77	Charlton, .	3-77	71	126	W. Boylston, .	3-43
15	78	Adams, .	3-75	190	127	Newburyport, .	3-42
83	79	Prescott, .	3-74	48	128	Southborough, .	3-42
243	80	Hingham, .	3-73	59	129	Waltham, .	3-42
205	81	Monson, .	3-72	104	130	Holliston, .	3-41
196	82	W. Newbury, .	3-72	96	131	Oakham, .	3-41
55	83	Quincy, .	3-67	60	132	W. Springfield, .	3-41
108	84	Oxford, .	3-65	175	133	Charlemont, .	3-38
215	85	Lakeville, .	3-64	145	134	Hanover, .	3-37
42	86	Northbridge, .	3-64	124	135	Greenwich, .	3-36
90	87	Orange, .	3-63	54	136	Warren, .	3-35
105	88	Palmer, .	3-63	209	137	Wayland, .	3-34
130	89	Becket, .	3-62	203	138	Acushnet, .	3-33
111	90	Dedham, .	3-60	-	139	Ayer, .	3-33
248	91	Paxton, .	3-59	186	140	Holden, .	3-32
134	92	Southampton, .	3-59	187	141	Boxborough, .	3-31
179	93	Dighton, .	3-58	75	142	Southbridge, .	3-31
217	94	Plympton, .	3-57	169	143	Easton, .	3-30
115	95	Templeton, .	3-57	116	144	Westminster, .	3-29
212	96	Wrentham, .	3-55	166	145	Blackstone, .	3-28
34	97	Northampton, .	3-54	177	146	Hanson, .	3-27
157	98	Wenham, .	3-54	183	147	Uxbridge, .	3-26
51	99	Bellingham, .	3-53	39	148	Charlestown, .	3-25
328	100	Bernardston, .	3-53	198	149	Westport, .	3-25
53	101	Stoughton, .	3-53	100	150	Arlington, .	3-24
260	102	Sturbridge, .	3-53	173	151	Middleboro', .	3-24
113	103	Amesbury, .	3-52	252	152	Ludlow, .	3-23
313	104	Wilmington, .	3-52	79	153	Millbury, .	3-22
207	105	Salisbury, .	3-51	126	154	Ashburnham, .	3-19
182	106	Tisbury, .	3-51	93	155	Montague, .	3-19
88	107	Lowell, .	3-50	192	156	Pembroke, .	3-18
35	108	Westhampton, .	3-50	227	157	Halifax, .	3-17
9	109	Ashland, .	3-49	204	158	Holland, .	3-16
127	110	Braintree, .	3-49	247	159	Marshfield, .	3-16
70	111	Danvers, .	3-49	219	160	Plainfield, .	3-16
176	112	Goshen, .	3-49	156	161	Cummington, .	3-14
144	113	Sunderland, .	3-49	16	162	Haverhill, .	3-14

For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
99	163	Otis, . . .	\$.003-14	85	212	Wakefield, . . .	\$.002-82
239	164	Essex, . . .	3-13	230	213	W. Roxbury, . .	2-82
285	165	Kingston, . .	3-12	139	214	Foxborough, . .	2-81
72	166	Methuen, . .	3-12	220	215	Leicester, . . .	2-80
43	167	N. Brookfield, .	3-12	142	216	Lenox, . . .	2-79
307	168	Duxbury, . .	3-09	165	217	Scituate, . . .	2-78
77	169	Amherst, . .	3-08	255	218	Westford, . . .	2-78
62	170	Webster, . .	3-06	294	219	Falmouth, . . .	2-77
228	171	Hardwick, . .	3-05	299	220	Sandisfield, . .	2-77
174	172	N. Andover, . .	3-04	305	221	Dunstable, . . .	2-76
322	173	Belmont, . .	3-03	80	222	Winchendon, . .	2-76
122	174	Franklin, . .	3-03	95	223	Lawrence, . . .	2-75
201	175	Sutton, . . .	3-03	214	224	Groveland, . . .	2-73
233	176	Peru, . . .	3-03	33	225	Springfield, . .	2-73
263	177	Brewster, . .	3-02	11	226	Winchester, . .	2-73
-	178	Hyde Park, . .	3-02	40	227	Worcester, . . .	2-73
161	179	Mt. Wash'gton, .	3-02	168	228	Northborough, .	2-72
154	180	Leverett, . . .	3-01	250	229	Cheshire, . . .	2-71
103	181	Lexington, . .	3-01	319	230	Sterling, . . .	2-71
109	182	Rockport, . .	2-99	119	231	Woburn, . . .	2-70
91	183	Clinton, . . .	2-98	269	232	Worthington, . .	2-70
221	184	Somerset, . . .	2-98	242	233	Dover, . . .	2-69
117	185	Williamstown, .	2-98	159	234	Huntington, . .	2-69
225	186	Ipswich, . . .	2-96	253	235	Windsor, . . .	2-69
278	187	Ashby, . . .	2-94	224	236	Weston, . . .	2-68
264	188	Brimfield, . .	2-93	213	237	Saugus, . . .	2-67
270	189	No. Reading, . .	2-93	287	238	Dalton, . . .	2-66
191	190	Hinsdale, . .	2-92	256	239	Stow, . . .	2-66
30	191	Watertown, . .	2-92	258	240	Harvard, . . .	2-64
235	192	Petersham, . .	2-91	309	241	Medfield, . . .	2-64
184	193	Concord, . . .	2-90	148	242	Beverly, . . .	2-63
231	194	Bedford, . . .	2-89	223	243	New Braintree, .	2-63
149	195	Conway, . . .	2-89	282	244	Tyringham, . .	2-62
-	196	Everett, . . .	2-89	236	245	Washington, . .	2-62
31	197	Westfield, . .	2-89	249	246	Chesterfield, . .	2-61
266	198	Mendon, . . .	2-88	210	247	Lanesborough, .	2-61
118	199	Sheffield, . .	2-88	297	248	Leyden, . . .	2-61
180	200	Lunenburg, . .	2-87	292	249	Rochester, . . .	2-59
277	201	Norton, . . .	2-87	262	250	Shrewsbury, . .	2-59
189	202	Coleraine, . .	2-86	232	251	Lincoln, . . .	2-58
2	203	Holyoke, . . .	2-86	234	252	Yarmouth, . . .	2-56
24	204	Lynn, . . .	2-86	295	253	Marion, . . .	2-54
128	205	Swampscott, . .	2-85	81	254	Cambridge, . . .	2-52
195	206	Buckland, . .	2-84	318	255	Dartmouth, . .	2-52
21	207	Newton, . . .	2-84	290	256	Barre, . . .	2-51
1	208	Somerville, . .	2-84	216	257	Shirley, . . .	2-51
283	209	Savoy, . . .	2-83	87	258	Gardner, . . .	2-50
194	210	Ashfield, . . .	2-82	140	259	Manchester, . .	2-50
240	211	Monterey, . .	2-82	206	260	Pittsfield, . . .	2-50



## SCHOOL RETURNS.

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For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
276	261	So. Scituate, .	2-002-50	167	302	Hubbardston, .	2-002-20
304	262	Blandford, .	2-48	281	303	Milton, .	2-18
160	263	Lee, .	2-47	37	304	Fitchburg, .	2-17
—	264	Mashpee, .	2-47	178	305	W. Stockb'dge, .	2-15
274	265	Carver, .	2-46	268	306	Sharon, .	2-11
131	266	Clarksburg, .	2-45	296	307	Topsfield, .	2-11
181	267	Mansfield, .	2-45	273	308	Billerica, .	2-07
254	268	New Bedford, .	2-44	310	309	Whately, .	2-07
291	269	Mattapoisett, .	2-43	272	310	Carlisle, .	2-06
271	270	Seekonk, .	2-42	—	311	Maynard, .	2-04
188	271	Revere, .	2-41	300	312	Tolland, .	1-99
226	272	Acton, .	2-40	245	313	Burlington, .	1-95
265	273	Berlin, .	2-40	311	314	Chelmsford, .	1-93
251	274	Sudbury, .	2-39	288	315	Princeton, .	1-90
238	275	Wales, .	2-39	308	316	Lynnfield, .	1-89
257	276	Hadley, .	2-36	327	317	Chilmark, .	1-88
275	277	Auburn, .	2-35	312	318	Edgartown, .	1-88
246	278	Littleton, .	2-35	314	319	New Ashford, .	1-86
229	279	Middlefield, .	2-35	138	320	Fall River, .	1-82
289	280	Agawam, .	2-34	316	321	Raynham, .	1-81
153	281	Easthampton, .	2-34	64	322	Brighton, .	1-79
136	282	Spencer, .	2-34	218	323	Stockbridge, .	1-74
202	283	Salem, .	2-33	324	324	Pepperell, .	1-71
286	284	Sherborn, .	2-33	120	325	Groton, .	1-70
259	285	Boylston, .	2-32	325	326	Southwick, .	1-70
158	286	Winthrop, .	2-32	301	327	Egremont, .	1-69
163	287	Leominster, .	2-31	302	328	Royalston, .	1-69
298	288	Freetown, .	2-30	306	329	Boxford, .	1-67
320	289	Newbury, .	2-29	293	330	Boston, .	1-65
146	290	N. Marlboro', .	2-29	135	331	Gt. Barrington, .	1-52
150	291	Taunton, .	2-29	89	332	Lancaster, .	1-51
237	292	Williamsburg, .	2-28	321	333	Gill, .	1-50
86	293	Athol, .	2-25	329	334	Hancock, .	1-49
315	294	Bolton, .	2-25	326	335	Richmond, .	1-45
280	295	Rowley, .	2-24	279	336	Brookline, .	1-37
164	296	Cohasset, .	2-23	—	337	Alford, .	1-30
244	297	Dracut, .	2-23	284	338	Hull, .	1-22
261	298	Tewksbury, .	2-22	330	339	Gosnold, .	1-00
303	299	Hamilton, .	2-21	172	340	Nahant, .	0-34
323	300	Hatfield, .	2-21	—	341	Holbrook,* .	—
267	301	Enfield, .	2-20	—	342	Norwood,* .	—

\* New towns.

## GRADUATED TABLES—SECOND SERIES.

## [COUNTY TABLES.]

*In which all the Towns in the respective Counties in the State are numerically arranged, according to the percentage of their taxable property, appropriated for the support of Public Schools, for the year 1871-72.*

## BARNSTABLE COUNTY.

For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	WELLFLEET. .	\$.006-02	4	8	Harwich, .	\$.004-67
6	2	Truro, .	5-60	5	9	Dennis, .	4-15
2	3	Eastham, .	5-31	3	10	Provincetown, .	4-05
7	4	Orleans, .	4-95	12	11	Brewster, .	3-02
8	5	Sandwich, .	4-90	13	12	Falmouth, .	2-77
10	6	Barnstable, .	4-89	11	13	Yarmouth, .	2-56
9	7	Chatham, .	4-87	14	14	Mashpee, .	2-47

## BERKSHIRE COUNTY.

2	1	FLORIDA. .	\$.004-24	23	17	Tyringham, .	\$.002-62
1	2	Adams, .	3-75	19	18	Washington, .	2-62
6	3	Becket, .	3-62	16	19	Lanesboro', .	2-61
3	4	Otis, .	3-14	15	20	Pittsfield, .	2-50
18	5	Peru, .	3-03	11	21	Lee, .	2-47
12	6	Mt. Washing'n, .	3-02	7	22	Clarksburg, .	2-45
4	7	Williamstown, .	2-98	10	23	N. Marlboro', .	2-29
14	8	Hinsdale, .	2-92	13	24	W. Stockb'dge, .	2-15
5	9	Sheffield, .	2-88	28	25	N. Ashford, .	1-86
24	10	Savoy, .	2-83	17	26	Stockbridge, .	1-74
20	11	Monterey, .	2-82	27	27	Egremont, .	1-69
9	12	Lenox, .	2-79	8	28	Gt. Barrington, .	1-52
26	13	Sandisfield, .	2-77	30	29	Hancock, .	1-49
21	14	Cheshire, .	2-71	29	30	Richmond, .	1-45
22	15	Windsor, .	2-69	31	31	Alford, .	1-30
25	16	Dalton, .	2-66				

## SCHOOL RETURNS.

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## BRISTOL COUNTY.

For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
13	1	SWANSEA. . .	\$ .004-42	16	11	Norton, . . .	\$ .002-87
9	2	Fairhaven, . .	4-07	19	12	Dartmouth, . .	2-52
1	3	Attleborough, .	4-03	8	13	Mansfield, . .	2-45
3	4	Rehoboth, . .	3-79	14	14	New Bedford, .	2-44
2	5	Berkley, . . .	3-78	15	15	Seekonk, . . .	2-42
7	6	Dighton, . . .	3-58	17	16	Freetown, . . .	2-30
11	7	Acushnet, . .	3-33	5	17	Taunton, . . .	2-29
6	8	Easton, . . .	3-30	4	18	Fall River, . .	1-82
10	9	Westport, . .	3-25	18	19	Raynham, . . .	1-81
12	10	Somerset, . .	2-98				

## DUKES COUNTY.

5	1	GAY HEAD. . .	\$ .004-54	2	4	Edgartown, . .	\$ .001-88
1	2	Tisbury, . . .	3-51	4	5	Gosnold, . . .	1-00
3	3	Chilmark, . .	1-88				

## ESSEX COUNTY.

4	1	BRADFORD. . .	\$ .004-87	12	18	Rockport, . . .	\$ .002-99
6	2	Georgetown, .	4-42	27	19	Ipswich, . . .	2-96
7	3	Peabody, . . .	4-22	3	20	Lynn, . . . . .	2-86
1	4	Gloucester, .	4-19	14	21	Swampscott, .	2-85
17	5	Andover, . . .	4-00	11	22	Lawrence, . .	2-75
10	6	Middleton, . .	3-84	26	23	Groveland, . .	2-73
22	7	W. Newbury, .	3-72	25	24	Saugus, . . . .	2-67
18	8	Wenham, . . .	3-54	16	25	Beverly, . . .	2-63
13	9	Amesbury, . .	3-52	15	26	Manchester, .	2-50
24	10	Salisbury, . .	3-51	23	27	Salem, . . . . .	2-33
8	11	Danvers, . . .	3-49	34	28	Newbury, . . .	2-29
5	12	Marblehead, .	3-47	29	29	Rowley, . . . .	2-24
21	13	Newburyport, .	3-42	31	30	Hamilton, . . .	2-21
2	14	Haverhill, . .	3-14	30	31	Topsfield, . .	2-11
28	15	Essex, . . . .	3-13	33	32	Lynnfield, . .	1-89
9	16	Methuen, . . .	3-12	32	33	Boxford, . . .	1-67
20	17	No. Andover, .	3-04	19	34	Nahant, . . . .	0-34

## FRANKLIN COUNTY.

4	1	HAWLEY. . . .	\$ .005-51	2	4	Warwick, . . .	\$ .004-42
7	2	Rowe, . . . . .	5-16	6	5	New Salem, .	4-31
17	3	Monroe, . . . .	4-98	5	6	Shutesbury, .	4-13

## FRANKLIN COUNTY—CONCLUDED.

For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
10	7	Deerfield, .	\$.003-98	18	17	Charlemont, .	\$.003-38
11	8	Wendell, .	3-98	9	18	Montague, .	3-19
1	9	Erving, .	3-91	15	19	Leverett, .	3-01
3	10	Heath, .	3-90	14	20	Conway, .	2-89
16	11	Northfield, .	3-87	19	21	Coleraine, .	2-86
8	12	Orange, .	3-63	21	22	Buckland, .	2-84
26	13	Bernardston, .	3-53	20	23	Ashfield, .	2-82
13	14	Sunderland, .	3-49	23	24	Leyden, .	2-61
22	15	Shelburne, .	3-48	24	25	Whately, .	2-07
12	16	Greenfield, .	3-43	25	26	Gill, .	1-50

## HAMPDEN COUNTY.

2	1	CHICOPEE, .	\$.005-13	12	12	Holland, .	\$.003-16
6	2	Montgomery, .	4-53	17	13	Brimfield, .	2-93
10	3	Granville, .	4-39	3	14	Westfield, .	2-89
8	4	Chester, .	4-03	1	15	Holyoke, .	2-86
13	5	Monson, .	3-72	4	16	Springfield, .	2-73
9	6	Palmer, .	3-63	20	17	Blandford, .	2-48
14	7	Wilbraham, .	3-49	15	18	Wales, .	2-39
5	8	Russell, .	3-45	18	19	Agawam, .	2-34
11	9	Longmeadow, .	3-43	19	20	Tolland, .	1-99
7	10	W. Springfield, .	3-41	21	21	Southwick, .	1-70
16	11	Ludlow, .	3-23				

## HAMPSHIRE COUNTY.

2	1	PELHAM, .	\$.004-82	13	13	Cummington, .	\$.003-14
1	2	Ware, .	4-77	7	14	Amherst, .	3-08
6	3	Belchertown, .	4-74	22	15	Worthington, .	2-70
5	4	South Hadley, .	4-24	14	16	Huntington, .	2-69
9	5	Granby, .	3-83	19	17	Chesterfield, .	2-61
8	6	Prescott, .	3-74	20	18	Hadley, .	2-36
11	7	Southampton, .	3-59	17	19	Middlefield, .	2-35
3	8	Northampton, .	3-54	12	20	Easthampton, .	2-34
4	9	Westhampton, .	3-50	18	21	Williamsburg, .	2-28
15	10	Goshen, .	3-49	23	22	Hatfield, .	2-21
10	11	Greenwich, .	3-36	21	23	Enfield, .	2-20
16	12	Plainfield, .	3-16				

## SCHOOL RETURNS.

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## MIDDLESEX COUNTY.

For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
5	1	MARLBOROUGH, .	\$ .005-73	34	29	Bedford, .	\$ .002-89
2	2	Stoneham, .	4-87	53	30	Everett, .	2-89
20	3	Townsend, .	4-64	8	31	Newton, .	2-84
26	4	Medford, .	4-28	1	32	Somerville, .	2-84
13	5	Malden, .	4-14	18	33	Wakefield, .	2-82
54	6	Hudson, .	4-12	40	34	Westford, .	2-78
12	7	Melrose, .	4-10	48	35	Dunstable, .	2-76
7	8	Hopkinton, .	4-06	6	36	Winchester, .	2-73
3	9	Natick, .	3-85	24	37	Woburn, .	2-70
9	10	Reading, .	3-78	32	38	Weston, .	2-68
50	11	Wilmington, .	3-52	41	39	Stow, .	2-66
19	12	Lowell, .	3-50	35	40	Lincoln, .	2-58
4	13	Ashland, .	3-49	17	41	Cambridge, .	2-52
30	14	Tyngsborough, .	3-47	31	42	Shirley, .	2-51
16	15	Framingham, .	3-46	33	43	Acton, .	2-40
14	16	Waltham, .	3-42	39	44	Sudbury, .	2-39
23	17	Holliston, .	3-41	38	45	Littleton, .	2-35
29	18	Wayland, .	3-34	47	46	Sherborn, .	2-33
55	19	Ayer, .	3-33	36	47	Dracut, .	2-23
28	20	Boxborough, .	3-31	42	48	Tewksbury, .	2-22
11	21	Charlestown, .	3-25	45	49	Billerica, .	2-07
21	22	Arlington, .	3-24	44	50	Carlisle, .	2-06
51	23	Belmont, .	3-03	56	51	Maynard, .	2-04
22	24	Lexington, .	3-01	37	52	Burlington, .	1-95
46	25	Ashby, .	2-94	49	53	Chelmsford, .	1-93
43	26	No. Reading, .	2-93	15	54	Brighton, .	1-79
10	27	Watertown, .	2-92	52	55	Pepperell, .	1-71
27	28	Concord, .	2-90	25	56	Groton, .	1-70

## NANTUCKET COUNTY.

NANTUCKET, . . . . .	\$ .003-84
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## NORFOLK COUNTY.

13	1	RANDOLPH, .	\$ .006-68	2	13	Needham, .	\$ .003-45
7	2	Walpole, .	4-64	9	14	Franklin, .	3-03
6	3	Medway, .	4-17	22	15	Hyde Park, .	3-02
23	4	Norfolk, .	4-14	16	16	W. Roxbury, .	2-82
1	5	Weymouth, .	4-11	11	17	Foxborough, .	2-81
5	6	Quincy, .	3-67	17	18	Dover, .	2-69
8	7	Dedham, .	3-60	21	19	Medfield, .	2-64
15	8	Wrentham, .	3-55	14	20	Cohasset, .	2-23
3	9	Bellingham, .	3-53	20	21	Milton, .	2-18
4	10	Stoughton, .	3-53	18	22	Sharon, .	2-11
10	11	Braintree, .	3-49	19	23	Brookline, .	1-37
12	12	Canton, .	3-47				

## BOARD OF EDUCATION.

## PLYMOUTH COUNTY.

For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
4	1	WAREHAM, . . .	\$,005-01	12	14	Pembroke, . . .	\$,003-18
5	2	E. Bridgewater, .	4-62	15	15	Halifax, . . .	3-17
2	3	Plymouth, . . .	4-55	17	16	Marshfield, . .	3-16
6	4	Bridgewater, . .	4-34	21	17	Kingston, . . .	3-12
1	5	N. Bridgewater, .	4-29	25	18	Duxbury, . . .	3-09
11	6	W. Bridgewater, .	4-12	8	19	Scituate, . . .	2-78
16	7	Hingham, . . .	3-73	23	20	Rochester, . . .	2-59
13	8	Lakeville, . . .	3-64	24	21	Marion, . . .	2-54
14	9	Plympton, . . .	3-57	19	22	South Scituate, .	2-50
3	10	Abington, . . .	3-47	18	23	Carver, . . .	2-46
7	11	Hanover, . . .	3-37	22	24	Mattapoisett, . .	2-43
10	12	Hanson, . . .	3-27	20	25	Hull, . . .	1-22
9	13	Middleboro', . .	3-24				

## SUFFOLK COUNTY.

1	1	CHELSEA, . . .	\$,004-11	2	3	Winthrop, . . .	\$,002-32
3	2	Revere, . . .	2-41	4	4	Boston, . . .	1-65

## WORCESTER COUNTY.

2	1	DUDLEY, . . .	\$,004-71	37	22	Holden, . . .	\$,003-32
39	2	Rutland, . . .	4-04	12	23	Southbridge, . .	3-31
26	3	Grafton, . . .	3-99	25	24	Westminster, . .	3-29
28	4	Upton, . . .	3-97	31	25	Blackstone, . . .	3-28
1	5	Westborough, . .	3-91	36	26	Uxbridge, . . .	3-26
19	6	Dana, . . .	3-89	13	27	Millbury, . . .	3-22
5	7	Milford, . . .	3-88	27	28	Ashburnham, . .	3-19
38	8	Phillipston, . . .	3-87	7	29	N. Brookfield, .	3-12
22	9	Brookfield, . . .	3-86	10	30	Webster, . . .	3-06
21	10	Douglas, . . .	3-85	43	31	Hardwick, . . .	3-05
34	11	Charlton, . . .	3-77	40	32	Sutton, . . .	3-03
23	12	Oxford, . . .	3-65	18	33	Clinton, . . .	2-98
6	13	Northbridge, . .	3-64	44	34	Petersham, . . .	2-91
45	14	Paxton, . . .	3-59	51	35	Mendon, . . .	2-88
24	15	Templeton, . . .	3-57	35	36	Lunenburg, . . .	2-87
48	16	Sturbridge, . . .	3-53	41	37	Leicester, . . .	2-80
57	17	W. Brookfield, .	3-47	14	38	Winchendon, . .	2-76
11	18	W. Boylston, . .	3-43	4	39	Worcester, . . .	2-73
8	19	Southborough, .	3-42	33	40	Northborough, .	2-72
20	20	Oakham, . . .	3-41	58	41	Sterling, . . .	2-71
9	21	Warren, . . .	3-35	46	42	Harvard, . . .	2-64

## SCHOOL RETURNS.

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## WORCESTER COUNTY—CONCLUDED.

For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1870-71, according to Valuation of 1865.	For 1871-72, according to Valuation of 1871.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
42	43	New Braintree,	\$.002-63	30	51	Leominster,	\$.002-31
49	44	Shrewsbury, .	2-59	15	52	Athol, .	2-25
54	45	Barre, .	2-51	56	53	Bolton, .	2-25
16	46	Gardner, .	2-50	32	54	Hubbardston, .	2-20
50	47	Berlin, .	2-40	3	55	Fitchburg, .	2-17
52	48	Auburn, .	2-35	53	56	Princeton, .	1-90
29	49	Spencer, .	2-34	55	57	Royalston, .	1-69
47	50	Boylston, .	2-32	17	58	Lancaster, .	1-51

## GRADUATED TABLE—SECOND SERIES.

*The different Counties in the State numerically arranged, according to the Percentage of their Taxable Property, appropriated for the support of Public Schools, for the year 1871-72.*

For 1870-71, Val. of 1865.	For 1871-72, Val. of 1871.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue and of similar funds appropriated for Public Schools.	TOTAL.	Valuation of 1871.	Amount contributed for board and fuel.
6	1	BARNSTABLE, .	\$.004-27	\$58,850 00	\$294 36	\$59,144 36	\$13,839,612 00	\$175 00
7	2	Nantucket, .	3-84	7,000 00	—	7,000 00	1,822,428 00	—
9	3	Plymouth, .	3-67	111,054 71	1,901 76	112,956 47	30,751,063 00	927 00
10	4	Franklin, .	3-37	49,094 25	914 37	50,008 62	14,838,594 00	3,084 00
5	5	Hampshire, .	3-26	81,475 00	1,622 91	83,097 91	25,504,050 00	2,134 00
2	6	Middlesex, .	3-06	766,511 99	2,683 73	769,195 72	251,556,838 00	362 00
1	7	Hampden, .	3-04	165,352 77	3,064 59	168,417 36	55,358,654 00	1,538 71
3	8	Essex, .	2-90	402,577 51	6,143 39	408,720 90	141,015,586 00	975 00
4	9	Worcester, .	2-89	346,154 71	5,626 12	351,780 83	121,905,942 00	239 00
8	10	Norfolk, .	2-84	240,438 75	3,264 51	243,703 26	85,762,867 00	555 00
11	11	Berkshire, .	2-55	97,328 64	1,554 29	98,882 93	38,746,155 00	3,314 00
12	12	Bristol, .	2-36	202,327 05	1,683 05	204,010 10	86,241,440 00	1,316 66
14	13	Dukes, .	2-27	5,250 00	45 13	5,295 13	2,331,883 00	—
13	14	Suffolk, .	1-71	1,061,266 00	10,164 30	1,071,430 30	627,676,574 00	125 00

## AGGREGATE FOR THE STATE.

• 14 Counties, . . . .	\$.002-43	\$3,594,686 38	\$38,962 51	\$3,633,648 89	\$1,497,351,686 00.	\$14,745 37
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*Arrangement of the Counties according to their Appropriations,  
including Voluntary Contributions.*

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for Public Schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue and other funds, as severally given in the previous Table, the order of precedence will be as follows:—

For 1870-71, Val. of 1865.	For 1871-72, Val. of 1871.	COUNTIES.	Percentage of Val- uation equiva- lent to mills and hundredths of mills.
6	1	BARNSTABLE, . . . . .	\$.004-29
7	2	Nantucket, . . . . .	3-84
8	3	Plymouth, . . . . .	3-70
10	4	Franklin, . . . . .	3-58
3	5	Hampshire, . . . . .	3-34
1	6	Hampden, . . . . .	3-07
2	7	Middlesex, . . . . .	3-06
4	8	Essex, . . . . .	2-91
5	9	Worcester, . . . . .	2-89
9	10	Norfolk, . . . . .	2-85
11	11	Berkshire, . . . . .	2-64
12	12	Bristol, . . . . .	2-38
14	13	Dukes, . . . . .	2-27
13	14	Suffolk, . . . . .	1-71
Aggregate for the State, . . . . .			\$.002-44

## GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the average attendance for the year in each town to the whole number of children between 5 and 15, according to the returns.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained:—the average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15 may more than compensate for the absence of children between those ages. The rank of the towns standing highest in the following table is in accordance with the returns. As the returns are often incorrect the rank may be too high in some cases.

## GRADUATED TABLES—THIRD SERIES,

[FOR THE STATE.]

Table in which all the towns in the State are numerically arranged according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1871-72.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	BOYLSTON, .	126	145	1.15-08	34	Longmeadow, .	265	237	.89-43
2	Sudbury, .	161	173	1.07-45	35	Leominster, .	654	584	.89-30
3	Paxton, .	113	121	1.07-08	36	Templeton, .	474	423	.89-24
4	Lunenburg, .	152	162	1.06-58	37	Leverett, .	136	121	.88-97
5	Ashfield, .	174	185	1.06-32	38	N. Marlboro', .	436	388	.88-89
6	Bolton, .	170	178	1.04-71	39	Lenox, .	279	248	.88-88
7	Boxborough, .	74	77	1.04-05	40	Leicester, .	477	422	.88-47
8	Wellfleet, .	420	433	1.03-09	41	Amherst, .	665	588	.88-42
9	Granby, .	156	160	1.02-56	42	Hancock, .	159	140	.88-05
10	Northampton, .	2,019	1,988	.98-46	43	Waltham, .	1,480	1,298	.87-70
11	Royalston, .	233	229	.98-28	44	Monterey, .	146	128	.87-67
12	Sunderland, .	171	167	.97-66	45	Sandwich, .	720	631	.87-64
13	Tyngsboro', .	123	120	.97-56	46	Nahant, .	87	76	.87-36
14	Washington, .	192	187	.97-39	47	Peru, .	102	89	.87-25
15	Heath, .	123	119	.96-75	48	Weston, .	195	170	.87-18
16	Gay Head, .	30	29	.96-66	49	Brighton, .	870	758	.87-13
17	Harvard, .	229	221	.96-51	50	Lincoln, .	132	115	.87-12
18	Melrose, .	657	623	.94-82	51	E. Bridgew'r, .	551	479	.86-93
19	Belchertown, .	406	383	.94-33	52	Windsor, .	130	113	.86-92
20	Chilmark, .	92	86	.93-48	53	Wenham, .	168	146	.86-90
21	Brookfield, .	462	431	.93-29	54	Carlisle, .	91	79	.86-81
22	Stow, .	192	179	.93-23	55	Plainfield, .	91	79	.86-81
23	Marshfield, .	267	248	.92-88	56	Richmond, .	216	187	.86-57
24	Walpole, .	340	315	.92-65	57	Pelham, .	115	99	.86-09
25	Quincy, .	1,279	1,183	.92-49	58	Oakham, .	171	147	.85-96
26	Greenwich, .	101	93	.92-08	59	Sherborn, .	185	159	.85-95
27	Malden, .	1,426	1,310	.91-87	60	W. Roxbury, .	1,577	1,353	.85-79
28	So. Hadley, .	485	442	.91-13	61	Burlington, .	91	78	.85-71
29	Andover, .	751	682	.90-81	62	Huntington, .	217	186	.85-71
30	Lakeville, .	204	185	.90-69	63	Medfield, .	172	147	.85-47
31	Wilmington, .	150	136	.90-67	64	Reading, .	585	499	.85-30
32	Dighton, .	274	247	.90-15	65	Worcester, .	8,297	7,064	.85-13
33	Dana, .	119	107	.89-91	66	Coleraine, .	330	280	.84-85

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
67	Upton, .	374	317	.84-76	115	Cummington,	183	148	.80-87
68	Chelsea, .	3,179	2,689	.84-59	116	Stoneham, .	810	655	.80-86
69	Shirley, .	251	212	.84-46	117	Rutland, .	229	185	.80-80
70	Rockport, .	745	629	.84-43	118	Blandford, .	203	164	.80-79
71	Somerville, .	2,824	2,381	.84-31	119	Barre, .	428	345	.80-61
72	Gill, .	114	96	.84-21	120	Fairhaven, .	461	371	.80-48
73	Carver, .	199	167	.83-92	121	Charlemont, .	204	164	.80-39
74	Townsend, .	379	318	.83-90	122	Florida, .	168	135	.80-35
75	Winchester, .	568	476	.83-80	123	Gloucester, .	3,161	2,534	.80-16
76	Mendon, .	228	191	.83-77	124	Pembroke, .	262	210	.80-15
77	Phillipston, .	154	129	.83-77	125	Ware, .	775	621	.80-13
78	Lexington, .	363	304	.83-75	126	Truro, .	261	209	.80-08
79	Ipswich, .	547	458	.83-73	127	Plymouth, .	1,133	902	.79-61
80	Prescott, .	92	77	.83-70	128	Hawley, .	137	109	.79-56
81	Seekonk, .	170	142	.83-53	129	Hamilton, .	131	104	.79-39
82	Ashby, .	182	152	.83-52	130	Pepperell, .	329	261	.79-33
83	Provincet'wn,	782	653	.83-50	131	Everett, .	503	399	.79-32
84	Woburn, .	1,875	1,564	.83-41	132	Erving, .	129	102	.79-07
85	Ayer, .	382	318	.83-25	133	Halifax, .	100	79	.79-00
86	Charlton, .	363	302	.83-20	134	Hubbardston,	281	222	.79-00
87	Belmont, .	297	247	.83-17	135	W. Newbury,	419	331	.78-99
88	Littleton, .	202	168	.83-16	136	Weymouth, .	1,888	1,490	.78-92
89	Eastham, .	142	118	.83-09	137	Raynham, .	327	258	.78-90
90	Russell, .	130	108	.83-08	138	Bridgewater,	653	514	.78-71
91	Alford, .	64	53	.82-81	139	Stoneham, .	427	336	.78-69
92	Framingham,	803	665	.82-81	140	Medford, .	1,091	858	.78-64
93	Hopkinton, .	1,085	898	.82-76	141	Goshen, .	74	58	.78-38
94	Acton, .	310	256	.82-58	142	Holliston, .	645	505	.78-29
95	Cheshire, .	308	254	.82-47	143	Abington, .	2,106	1,646	.78-16
96	Kingston, .	301	248	.82-39	144	Tolland, .	105	82	.78-09
97	Arlington, .	681	561	.82-37	145	Hudson, .	723	562	.77-73
98	Monson, .	557	458	.82-23	146	Rehoboth, .	362	281	.77-62
99	N. Reading, .	163	134	.82-21	147	Orange, .	402	312	.77-61
100	Chester, .	256	210	.82-03	148	Bellingham, .	214	166	.77-57
101	Sandisfield, .	278	228	.82-01	149	Brookline, .	1,204	933	.77-49
102	Barnstable, .	836	685	.81-93	150	Lynnfield, .	133	103	.77-44
103	Concord, .	420	344	.81-90	151	Chesterfield, .	158	122	.77-22
104	Marion, .	182	149	.81-87	152	Petersham, .	240	185	.77-08
105	Leyden, .	93	76	.81-72	153	Tisbury, .	317	244	.76-97
106	Springfield, .	4,167	3,403	.81-67	154	Manchester, .	282	217	.76-95
107	Medway, .	692	565	.81-65	155	W. Brookfield,	381	293	.76-90
108	Dunstable, .	87	71	.81-61	156	Winthrop, .	121	93	.76-86
109	Newton, .	2,452	1,999	.81-53	157	Fitchburg, .	2,113	1,621	.76-72
110	Athol, .	585	474	.81-03	158	Hanson, .	219	168	.76-71
111	Orleans, .	232	188	.81-03	159	Haverhill, .	2,447	1,877	.76-71
112	Northfield, .	358	290	.81-01	160	Wayland, .	231	177	.76-62
113	Northboro', .	262	212	.80-92	161	Westboro', .	705	540	.76-60
114	Whately, .	204	165	.80-88	162	Dennis, .	686	525	.76-53

## SCHOOL RETURNS.

xcvii

TOWNS.				No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.	TOWNS.				No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
163	Georgetown, .	421	321	.76-24	211	Taunton, .	3,290	2,395	.72-71				
164	Groveland, .	366	279	.76-23	212	Billerica, .	349	254	.72-78				
165	Franklin, .	519	394	.75-91	213	Groton, .	387	281	.72-61				
166	Westfield, .	1,166	885	.75-90	214	Westford, .	299	217	.72-58				
167	N. Bedford, .	3,819	2,894	.75-79	215	Westminster, .	346	251	.72-54				
168	Shrewsbury, .	296	224	.75-68	216	Boston, .	45,970	33,343	.72-53				
169	Warren, .	484	366	.75-62	217	Tewksbury, .	225	163	.72-44				
170	Deerfield, .	664	502	.75-60	218	Hinsdale, .	350	253	.72-29				
171	Chatham, .	613	463	.75-53	219	Wendell, .	79	57	.72-15				
172	Wakefield, .	752	566	.75-27	220	Berkley, .	140	101	.72-14				
173	Harwich, .	733	551	.75-17	221	Auburn, .	204	147	.72-06				
174	Westport, .	515	397	.75-15	222	Lancaster, .	320	230	.71-90				
175	Easton, .	815	612	.75-09	223	Wales, .	135	97	.71-85				
176	Mashpee, .	52	39	.75-00	224	Sterling, .	344	247	.71-80				
177	Becket, .	295	221	.74-92	225	Warwick, .	138	99	.71-74				
178	Bradford, .	401	300	.74-81	226	Dedham, .	1,436	1,028	.71-58				
179	Somerset, .	345	258	.74-78	227	Wilbraham, .	418	299	.71 53				
180	New Salem, .	170	127	.74-71	228	Marblehead, .	1,600	1,143	.71-44				
181	Uxbridge, .	621	462	.74-40	229	Hull, .	35	25	.71-43				
182	Shelburne, .	304	226	.74-34	230	Conway, .	310	221	.71-29				
183	Dartmouth, .	600	446	.74-33	231	Clinton, .	1,131	806	.71-26				
184	Danvers, .	1,184	880	.74-32	232	Amesbury, .	889	631	.70-98				
185	Swampscott, .	365	271	.74-24	233	Boxford, .	158	112	.70-90				
186	W. Bridgew'r, .	377	279	.74-01	234	Charlestown, .	6,557	4,646	.70-86				
187	Hanover, .	314	232	.73-88	235	Hatfield, .	312	221	.70-83				
188	Needham, .	769	568	.73-86	236	Foxborough, .	531	375	.70-62				
189	Milford, .	2,455	1,813	.73-85	237	Winchendon, .	717	506	.70-57				
190	Cohasset, .	439	324	.73-80	238	Braintree, .	764	539	.70-55				
191	Douglas, .	410	302	.73-66	239	Cambridge, .	8,247	5,803	.70-36				
192	Yarmouth, .	364	268	.73-62	240	Hingham, .	721	506	.70-18				
193	Plympton, .	178	131	.73-60	241	Newbury, .	184	129	.70-11				
194	Falmouth, .	405	298	.73-58	242	N. Bridgew'r, .	1,710	1,198	.70-06				
195	Enfield, .	174	128	.73-56	243	Westhampt'n, .	130	91	.70-00				
196	Middlefield, .	185	136	.73-51	244	Rochester, .	173	121	.69-94				
197	Scituate, .	487	358	.73-51	245	Bedford, .	166	116	.69-88				
198	Hadley, .	470	345	.73-40	246	Williamsb'rg, .	565	394	.69-73				
199	Stockbridge, .	402	295	.73-38	247	N. Braintree, .	131	91	.69-47				
200	Edgartown, .	348	255	.73-28	248	Mansfield, .	464	322	.69-40				
201	Shutesbury, .	127	93	.73-23	249	Duxbury, .	440	305	.69-32				
202	Sheffield, .	373	273	.73-19	250	Ashland, .	446	309	.69-28				
203	Stoughton, .	1,145	838	.73-19	251	Lee, .	882	611	.69-27				
204	Gardner, .	650	475	.73-08	252	Essex, .	357	247	.69-19				
205	Peabody, .	1,460	1,067	.73-08	253	Northbridge, .	752	519	.69-02				
206	Freetown, .	260	190	.73-07	254	Tyringham, .	100	69	.69-00				
207	Hardwick, .	404	295	.73-02	255	Swansea, .	245	169	.68-98				
208	Chelmsford, .	492	359	.72-97	256	N. Andover, .	537	370	.68-90				
209	Natick, .	1,457	1,063	.72-96	257	Brewster, .	270	186	.68-89				
210	Buckland, .	391	285	.72-89	258	Randolph, .	1,358	933	.68-70				

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
259	Acushnet, .	207	142	.68-60	301	N. Brookfield, .	720	448	.62-22
260	Mattapoisett, .	299	205	.68-56	302	Milton, .	526	327	.62-17
261	Millbury, .	750	514	.68-53	303	Wrentham, .	422	262	.62-09
262	Spencer, .	837	573	.68-46	304	Sturbridge, .	386	239	.61-92
263	So. Scituate, .	304	207	.68-09	305	W. Boylston, .	649	401	.61-79
264	Wareham, .	656	445	.67-84	306	Princeton, .	250	154	.61-60
265	Worthington, .	195	132	.67-69	307	Lanesboro', .	322	198	.61-49
266	Otis, .	218	147	.67-43	308	Adams, .	2,456	1,509	.61-44
267	Watertown, .	880	593	.67-39	309	Brimfield, .	254	156	.61-42
268	Holden, .	397	267	.67-25	310	Gt. Barrington, .	936	573	.61-22
269	Ludlow, .	235	158	.67-23	311	Dracut, .	473	286	.60-47
270	Lowell, .	6,217	4,179	.67-22	312	Egremont, .	178	107	.60-11
271	Nantucket, .	612	411	.67-16	313	Newburyport, .	2,557	1,536	.60-07
272	Marlborough, .	2,160	1,450	.67-13	314	Attleborough, .	1,357	811	.59-76
273	Middleton, .	212	142	.66-98	315	Granville, .	336	200	.59-52
274	Bernardston, .	173	115	.66-47	316	W. Springfield, .	552	327	.59-24
275	Sharon, .	274	182	.66-42	317	Rowe, .	178	105	.58-99
276	Oxford, .	551	365	.66-24	318	Montgomery, .	73	43	.58-90
277	Norton, .	319	211	.66-14	319	Dover, .	143	84	.58-74
278	Saugus, .	461	304	.65-94	320	Lynn, .	6,414	3,747	.58-42
279	Blackstone, .	1,140	749	.65-70	321	Holland, .	84	49	.58-33
280	Savoy, .	183	120	.65-57	322	Fall River, .	5,867	3,419	.58-28
281	Middleboro', .	905	593	.65-52	323	Holyoke, .	2,095	1,221	.58-28
282	Dalton, .	278	182	.65-47	324	Salisbury, .	778	444	.57-07
283	Hyde Park, .	1,135	743	.65-46	325	Norfolk, .	216	119	.55-09
284	Williamstown, .	638	417	.65-36	326	Maynard, .	362	199	.54-97
285	Southboro', .	427	279	.65-34	327	Pittsfield, .	2,643	1,432	.54-18
286	Topsfield, .	239	156	.65-27	328	Lawrence, .	4,856	2,606	.53-67
287	Canton, .	895	584	.65-25	329	New Ashford, .	45	24	.53-33
288	Berlin, .	210	137	.65-24	330	Webster, .	872	455	.52-18
289	Monroe, .	37	24	.64-86	331	Beverly, .	1,310	682	.52-06
290	Revere, .	242	154	.63-64	332	Easthampton, .	846	429	.50-71
291	Methuen, .	555	352	.63-42	333	Chicopee, .	1,917	967	.50-44
292	Greenfield, .	656	415	.63-26	334	Sutton, .	684	336	.49-12
293	Southampton, .	228	144	.63-16	335	Salem, .	5,420	2,647	.48-84
294	Grafton, .	965	609	.63-11	336	Palmer, .	794	373	.46-98
295	Rowley, .	203	128	.63-05	337	Clarksburg, .	165	77	.46-67
296	W. Stockbridge, .	380	239	.62-89	338	Southbridge, .	1,216	552	.45-39
297	Agawam, .	339	213	.62-83	339	Dudley, .	659	292	.44-31
298	Mt. Washin'ton, .	64	40	.62-50	340	Gosnold, .	20	7	.35-00
299	Montague, .	572	357	.62-41	341	Holbrook,* ..			
300	Southwick, .	244	152	.62-30	342	Norwood,* ..			

\* New towns included in other towns.

## GRADUATED TABLES—THIRD SERIES.

[COUNTY TABLES.]

*Table, in which all the Towns in the respective Counties in the State are numerically arranged, according to the average attendance of their children upon the Public Schools, for the year 1871-72.*

[For an explanation of the principles on which these Tables are constructed, see *ante*, p. xciv.]

## BARNSTABLE COUNTY.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 WELLFLEET, .	420	433	1.03-09	8 Dennis, .	686	525	.76-53
2 Sandwich, .	720	631	.87-64	9 Chatham, .	613	463	.75-53
3 Provincetown, .	782	653	.83-50	10 Harwich, .	733	551	.75-17
4 Eastham, .	142	118	.83-09	11 Mashpee, .	52	39	.75-00
5 Barnstable, .	836	685	.81-93	12 Yarmouth, .	364	268	.73-62
6 Orleans, .	232	188	.81-03	13 Falmouth, .	405	298	.73-58
7 Truro, .	261	209	.80-08	14 Brewster, .	270	186	.68-89

## BERKSHIRE COUNTY.

1 WASHINGTON, .	192	187	.97-39	17 Lee, .	882	611	.69-27
2 N. Marlboro', .	436	388	.88-89	18 Tyringham, .	100	69	.69-00
3 Lenox, .	279	248	.88-88	19 Otis, .	218	147	.67-43
4 Hancock, .	159	140	.88-05	20 Savoy, .	183	120	.65-57
5 Monterey, .	146	128	.87-67	21 Dalton, .	278	182	.65-47
6 Peru, .	102	89	.87-25	22 Williamstown, .	638	417	.65-36
7 Windsor, .	130	113	.86-92	23 W. Stockbridge, .	380	239	.62-89
8 Richmond, .	216	187	.86-57	24 Mt. Washin'ton, .	64	40	.62-50
9 Alford, .	64	53	.82-81	25 Lanesboro', .	322	198	.61-49
10 Cheshire, .	308	254	.82-47	26 Adams, .	2,456	1,509	.61-44
11 Sandisfield, .	278	228	.82-01	27 Gt. Barrington, .	936	573	.61-22
12 Florida, .	168	135	.80-35	28 Egremont, .	178	10	.60-11
13 Becket, .	295	221	.74-92	29 Pittsfield, .	2,643	1,432	.54-18
14 Stockbridge, .	402	295	.73-38	30 N. Ashford, .	45	24	.53-33
15 Sheffield, .	373	273	.73-19	31 Clarksburg, .	165	77	.46-67
16 Hinsdale, .	350	253	.72-29				

## BOARD OF EDUCATION.

## BRISTOL COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	DIGHTON, .	274	247	.90-15	11	Freetown, .	260	190	.73-07
2	Seekonk, .	170	142	.83-53	12	Taunton, .	3,290	2,395	.72-79
3	Fairhaven, .	461	371	.80-48	13	Berkley, .	140	101	.72-14
4	Raynham, .	327	258	.78-90	14	Mansfield, .	464	322	.69-40
5	Rehoboth, .	362	281	.77-62	15	Swansea, .	245	169	.68-98
6	New Bedford, .	3,819	2,894	.75-79	16	Acushnet, .	207	142	.68-60
7	Westport, .	515	397	.75-15	17	Norton, .	319	211	.66-14
8	Easton, .	815	612	.75-09	18	Attleborough, .	1,357	811	.59-76
9	Somerset, .	345	258	.74-78	19	Fall River, .	5,867	3,419	.58-28
10	Dartmouth, .	600	446	.74-33					

## DUKES COUNTY.

1	GAY HEAD, .	30	29	.96-66	4	Edgartown, .	348	255	.73-28
2	Chilmark, .	92	86	.93-48	5	Gosnold, .	20	7	.35-00
3	Tisbury, .	317	244	.76-97					

## ESSEX COUNTY.

1	ANDOVER, .	751	682	.90-81	18	Marblehead, .	1,600	1,143	.71-44
2	Nahant, .	87	76	.87-36	19	Amesbury, .	889	631	.70-98
3	Wenham, .	168	146	.86-90	20	Boxford, .	158	112	.70-90
4	Rockport, .	745	629	.84-43	21	Newbury, .	184	129	.70-11
5	Ipswich, .	547	458	.83-73	22	Essex, .	357	247	.69-19
6	Gloucester, .	3,161	2,534	.80-16	23	N. Andover, .	537	370	.68-90
7	Hamilton, .	131	104	.79-39	24	Middleton, .	212	142	.66-98
8	W. Newbury, .	419	331	.78-99	25	Saugus, .	461	304	.65-94
9	Lynnfield, .	133	103	.77-44	26	Topsfield, .	239	156	.65-27
10	Manchester, .	282	217	.76-95	27	Methuen, .	555	352	.63-42
11	Haverhill, .	2,447	1,877	.76-71	28	Rowley, .	203	128	.63-05
12	Georgetown, .	421	321	.76-24	29	Newburyport, .	2,557	1,536	.60-07
13	Groveland, .	366	279	.76-23	30	Lynn, .	6,414	3,747	.58-42
14	Bradford, .	401	300	.74-81	31	Salisbury, .	778	444	.57-07
15	Danvers, .	1,184	880	.74-32	32	Lawrence, .	4,856	2,606	.53-67
16	Swampscott, .	365	271	.74-24	33	Beverly, .	1,310	682	.52-06
17	Peabody, .	1,460	1,067	.73-08	34	Salem, .	5,420	2,647	.48-84

## FRANKLIN COUNTY.

1	ASHFIELD, .	174	185	1.06-32	3	Heath, .	123	119	.96-75
2	Sunderland, .	171	167	.97-66	4	Leverett, .	136	121	.88-97



# SCHOOL RETURNS.

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## FRANKLIN COUNTY—CONCLUDED.

TOWNS.					TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
5	Coleraine, .	330	280	.84-85	16	Shelburne, .	304	226	.74-84
6	Gill, .	114	96	.84-21	17	Shutesbury, .	127	93	.73-23
7	Leyden, .	93	76	.81-72	18	Buckland, .	391	285	.72-89
8	Northfield, .	358	290	.81-01	19	Wendell, .	79	57	.72-15
9	Whately, .	204	165	.80-88	20	Warwick, .	138	99	.71-74
10	Charlemont, .	204	164	.80-39	21	Conway, .	310	221	.71-29
11	Hawley, .	137	109	.79-56	22	Bernardston, .	173	115	.66-47
12	Erving, .	129	102	.79-07	23	Monroe, .	37	24	.64-86
13	Orange, .	402	312	.77-61	24	Greenfield, .	656	415	.63-26
14	Deerfield, .	664	502	.75-60	25	Montague, .	572	357	.62-41
15	New Salem, .	170	127	.74-71	26	Rowe, .	178	105	.58-99

## HAMPDEN COUNTY.

1	LONGMEADOW, .	265	237	.89-43	12	Agawam, .	339	213	.62-83
2	Russell, .	130	108	.83-08	13	Southwick, .	244	152	.62-30
3	Monson, .	557	458	.82-23	14	Brimfield, .	254	156	.61-42
4	Chester, .	256	210	.82-03	15	Granville, .	336	200	.59-52
5	Springfield, .	4,167	3,403	.81-67	16	W. Spring'ld, .	552	327	.59-24
6	Blandford, .	203	164	.80-79	17	Montgomery, .	73	43	.58-90
7	Tolland, .	105	82	.78-09	18	Holland, .	84	49	.58-33
8	Westfield, .	1,116	885	.75-90	19	Holyoke, .	2,095	1,221	.58-28
9	Wales, .	135	97	.71-85	20	Chicopee, .	1,917	967	.50-44
10	Wilbraham, .	418	299	.71-53	21	Palmer, .	794	373	.46-98
11	Ludlow, .	235	158	.67-23					

## HAMPSHIRE COUNTY.

1	GRANBY, .	156	160	1.02-56	13	Goshen, .	74	58	.78-38
2	Northampton, .	2,019	1,988	.98-46	14	Chesterfield, .	158	122	.77-22
3	Belchertown, .	406	383	.94-83	15	Enfield, .	174	128	.73-56
4	Greenwich, .	101	93	.92-08	16	Middlefield, .	185	136	.73-51
5	So. Hadley, .	485	442	.91-13	17	Hadley, .	470	345	.73-40
6	Amherst, .	665	588	.88-42	18	Hatfield, .	312	221	.70-83
7	Plainfield, .	91	79	.86-81	19	Westhamp'n, .	130	91	.70-00
8	Pelham, .	115	99	.86-09	20	Williamsb'rg, .	565	394	.69-73
9	Huntington, .	217	186	.85-71	21	Worthington, .	195	132	.67-69
10	Prescott, .	92	77	.83-70	22	Southampton, .	228	144	.63-16
11	Cummington, .	183	148	.80-87	23	Easthampton, .	846	429	.50-71
12	Ware, .	775	621	.80-13					

## BOARD OF EDUCATION.

## MIDDLESEX COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
1	SUDBURY, .	161	173	1.07-45	29	Arlington, .	681	561	.82-37
2	Boxboro', .	74	77	1.04-05	30	No. Reading, .	163	134	.82 21
3	Tyngsboro', .	123	120	.97-56	31	Concord, .	420	344	.81-90
4	Melrose, .	657	623	.94-82	32	Dunstable, .	87	71	.81-61
5	Stow, .	192	179	.93-23	33	Newton, .	2,452	1,999	.81-53
6	Malden, .	1,426	1,310	.91-87	34	Stoneham, .	810	655	.80-86
7	Wilmington, .	150	136	.90-67	35	Pepperell, .	329	261	.79-33
8	Waltham, .	1,480	1,298	.87-70	36	Everett, .	503	399	.79-32
9	Weston, .	195	170	.87-18	37	Medford, .	1,091	858	.78-64
10	Brighton, .	870	758	.87-13	38	Holliston, .	645	505	.78-29
11	Lincoln, .	132	115	.87-12	39	Hudson, .	723	562	.77-73
12	Carlisle, .	91	79	.86-81	40	Wayland, .	231	177	.76-62
13	Sherborn, .	185	159	.85-95	41	Wakefield, .	752	566	.75-27
14	Burlington, .	91	78	.85-71	42	Chelmsford, .	492	359	.72-97
15	Reading, .	585	499	.85-30	43	Natick, .	1,457	1,063	.72-96
16	Shirley, .	251	212	.84-46	44	Billerica, .	349	254	.72-78
17	Somerville, .	2,824	2,381	.84-31	45	Groton, .	387	281	.72-61
18	Townsend, .	379	318	.83-90	46	Westford, .	299	217	.72-58
19	Winchester, .	568	476	.83-80	47	Tewksbury, .	225	163	.72-44
20	Lexington, .	363	304	.83-75	48	Charlestown, .	6,557	4,646	.70-86
21	Ashby, .	182	152	.83-52	49	Cambridge, .	8,247	5,803	.70-66
22	Woburn, .	1,875	1,564	.83-41	50	Bedford, .	166	116	.69-88
23	Ayer, .	382	318	.83-25	51	Ashland, .	446	309	.69-28
24	Belmont, .	297	247	.83-17	52	Watertown, .	880	593	.67-39
25	Littleton, .	202	168	.83-16	53	Lowell, .	6,217	4,179	.67-22
26	Framingham, .	803	665	.82-81	54	Marlboro', .	2,160	1,450	.67-13
27	Hopkinton, .	1,085	898	.82-76	55	Dracut, .	473	286	.60-47
28	Acton, .	310	256	.82-58	56	Maynard, .	362	199	.54-97

## NANTUCKET COUNTY.

NANTUCKET, . . . . .	612	411	.67-16
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## NORFOLK COUNTY.

1	WALPOLE, .	340	315	.92-65	9	Franklin, .	515	394	.75-91
2	Quincy, .	1,279	1,183	.92-49	10	Needham, .	761	568	.73-86
3	W. Roxbury, .	1,577	1,353	.85-79	11	Cohasset, .	435	324	.73-80
4	Medfield, .	172	147	.85-47	12	Stoughton, .	1,145	858	.73-19
5	Medway, .	692	565	.81-65	13	Dedham, .	1,436	1,028	.71-58
6	Weymouth, .	1,888	1,490	.78-92	14	Foxboro', .	531	375	.70-62
7	Bellingham, .	214	166	.77-57	15	Braintree, .	764	539	.70-55
8	Brookline, .	1,204	933	.77-49	16	Randolph, .	1,358	933	.68-70

## SCHOOL RETURNS.

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## NORFOLK COUNTY—CONCLUDED.

TOWNS.					TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
17	Sharon, .	274	182	.66-42	21	Wrentham, .	422	262	.62-09
18	Hyde Park, .	1,135	743	.63-46	22	Dover, .	143	84	.58-74
19	Canton, .	895	584	.65-25	23	Norfolk, .	216	119	.55-09
20	Milton, .	526	327	.62-17					

## PLYMOUTH COUNTY.

1	MARSHFIELD, .	267	248	.92-88	14	Hanover, .	314	232	.73-88
2	Lakeville, .	204	185	.90-69	15	Plympton, .	178	131	.73-60
3	E. Bridgew'r, .	551	479	.86-93	16	Scituate, .	487	358	.73-51
4	Carver, .	199	167	.83-92	17	Hull, .	35	25	.71-43
5	Kingston, .	301	248	.82-39	18	Hingham, .	721	506	.70-18
6	Marion, .	182	149	.81-87	19	N. Bridgew'r, .	1,710	1,198	.70-06
7	Pembroke, .	262	210	.80-15	20	Rochester, .	173	121	.69-94
8	Plymouth, .	1,133	902	.79-61	21	Duxbury, .	440	305	.69-32
9	Halifax, .	100	79	.79-00	22	Mattapoisett, .	299	205	.68-56
10	Bridgewater, .	653	514	.78-71	23	So. Scituate, .	304	207	.68-09
11	Abington, .	2,106	1,646	.78-16	24	Wareham, .	656	445	.67-84
12	Hanson, .	219	168	.76-71	25	Middleboro', .	905	593	.65-52
13	W. Bridgew'r, .	377	279	.74-01					

## SUFFOLK COUNTY.

1	CHELSEA, .	3,179	2,689	.84-59	3	Boston, .	45,970	33,343	.72-53
2	Winthrop, .	121	93	.76-86	4	Revere, .	242	154	.63-64

## WORCESTER COUNTY.

1	BOYLSTON, .	126	145	1.15-08	12	Oakham, .	171	147	.85-96
2	Paxton, .	113	121	1.07-08	13	Worcester, .	8,297	7,064	.85-13
3	Lunenburg, .	152	162	1.06-58	14	Upton, .	374	317	.84-76
4	Bolton, .	170	178	1.04-71	15	Mendon, .	228	191	.83-77
5	Royalston, .	233	229	.98-28	16	Phillipston, .	154	129	.83-77
6	Harvard, .	229	221	.96-51	17	Charlton, .	363	302	.83-20
7	Brookfield, .	462	431	.93-29	18	Athol, .	585	474	.81-03
8	Dana, .	119	107	.89-91	19	Northboro', .	262	212	.80-92
9	Leominster, .	654	584	.89-30	20	Rutland, .	229	185	.80-80
10	Templeton, .	474	423	.89-24	21	Barre, .	428	345	.80-61
11	Leicester, .	477	422	.88-47	22	Hubbardston, .	281	222	.79-00

## WORCESTER COUNTY—CONCLUDED.

TOWNS.				TOWNS.					
	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		
23	Ashburnham,	427	336	.78-69	41	N. Braintree,	131	91	.69-47
24	Petersham,	240	185	.77-08	42	Northbridge,	752	519	.69-02
25	W. Brookfield,	381	293	.76-90	43	Millbury,	750	514	.68-53
26	Fitchburg,	2,113	1,621	.76-72	44	Spencer,	837	573	.68-46
27	Westboro',	705	540	.76-60	45	Holden,	397	267	.67-25
28	Shrewsbury,	296	224	.75-68	46	Oxford,	551	365	.66-24
29	Warren,	484	366	.75-62	47	Blackstone,	1,140	749	.65-70
30	Uxbridge,	621	462	.74-40	48	Southboro',	427	279	.65-34
31	Milford,	2,455	1,813	.73-85	49	Berlin,	210	137	.65-24
32	Douglas,	410	302	.73-66	50	Grafton,	965	609	.63-11
33	Gardner,	650	475	.73-08	51	N. Brookfield,	720	448	.62-22
34	Hardwick,	404	295	.73-02	52	Sturbridge,	386	239	.61-92
35	Westminster,	346	251	.72-54	53	W. Boylston,	649	401	.61-79
36	Auburn,	204	147	.72-06	54	Princeton,	250	154	.61-60
37	Lancaster,	320	230	.71-90	55	Webster,	872	455	.52-18
38	Sterling,	344	247	.71-80	56	Sutton,	654	336	.49-12
39	Clinton,	1,131	806	.71-26	57	Southbridge,	1,216	552	.45-39
40	Winchendon,	717	506	.70-57	58	Dudley,	659	292	.44-31

## SCHOOL RETURNS.

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*TABLE, in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1871-72.*

For 1870-71.	For 1871-72.	COUNTIES.	Ratio of Attendance.
7	1	HAMPSHIRE, . . . . .	.81-74
1	2	Barnstable, . . . . .	.80-52
2	3	Dukes, . . . . .	.76-95
5	4	Middlesex, . . . . .	.76-10
4	5	Franklin, . . . . .	.75-49
6	6	Plymouth, . . . . .	.75-14
9	7	Norfolk, . . . . .	.74-99
8	8	Worcester, . . . . .	.74-66
10	9	Suffolk, . . . . .	.73-27
11	10	Bristol, . . . . .	.68-89
12	11	Hampden, . . . . .	.68-42
3	12	Nantucket, . . . . .	.67-16
14	13	Berkshire, . . . . .	.66-76
13	14	Essex, . . . . .	.65-15

## AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State, .	282,485
Average attendance, . . . . .	205,252
Ratio of attendance to the whole number of children between 5 and 15 years of age, expressed in decimals, . . . . .	.73



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